



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

Summer 2013

EDSE 501 AS1: Introduction to Special Education
CRN: 40603, 3 - Credit(s)

Instructor: Dr. Sheri Berkeley Meghan Betz M.Ed., M.A.	Meeting Dates: 05/20/13 - 06/21/13
Phone: 703-993-9689	Meeting Day(s) and Time(s): TR 7:00 pm- 10:05 pm, S 9:00 am-12:05 pm
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Office Hours: By appointment	Meeting Location: Off-campus Building, KAI1 113

***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

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.

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 Office, internsh@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. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: Introduction to special education* (12th Edition). New York: Pearson.

Other readings as assigned.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

IRIS Module: What Do You See? Perceptions of Disability

<http://iris.peabody.vanderbilt.edu/da/chalcycle.htm>

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments for the course.

Access Blackboard through **myMason**:

- Go to the GMU homepage: <http://www.gmu.edu/>
- Click on MyMason on the top of the page.
- Enter your user login and password (the same as your GMU email login and password)
- Click the “Courses” tab at the top of the screen
- Select your course from the middle column.

Additional Readings

As assigned.

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://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

Students are expected to attend all classes, arrive on time, and stay for the duration of the class. Participation points will be awarded for your involvement in class. You need to be present and prepared (read assigned chapters and readings, have completed any homework, etc.). Missing 2 classes will result in a reduction of half a letter grade from your final grade. Missing 3 classes will result in a full letter grade deduction from your final grade. More than 3 absences will result in no credit for this class. If you miss a class/expect to miss a class, please notify the instructors within 24 hours. It is your responsibility to obtain notes, handouts, etc. from classmates. Due dates will not be adjusted for student absences.

Late Work.

A half letter grade will be deducted for each day an assignment is late. Work will not be accepted if it is more than one week late.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Abuse/Neglect Certificate to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Your performance in this class will be rated upon the following:

Regular attendance & participation	10%
Midterm Exam	10%
Final Exam	10%
Child Abuse Awareness Certificate	10%
Homework Completion	10%
Final Paper	50%

Assignments

NCATE/TaskStream Assignments.

***Child Abuse Awareness Program:**

Students will complete an online child abuse awareness training module at

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

The site includes 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. Quizzes and scenarios assess student understanding and a certificate of completion is awarded. This is a signature assignment that needs to be submitted to TaskStream.

Common Assignments.

N/A

Other Assignments.

Homework:

Homework will be assigned every week. It will be due each Saturday. **You are responsible for downloading the homework from Blackboard, completing it, and bringing it to class to submit to the instructors. If you are absent, you are still responsible for turning in (emailing) the assignment on time. Please use ONLY Blackboard email messaging to send homework.**

***Make sure you are completing homework from the correct Blackboard folder, Undergraduate vs. Graduate.**

Exams (Mid-term & Final):

Students are expected to read text assignments by the date they are listed for discussion in class. Utilizing the companion website may be beneficial for some learners. Others may benefit from taking notes, highlighting, or marking key concepts with post-it notes. The goal is to convert your textbook into a highly valuable resource.

Key course content will be assessed through 2 exams, a midterm and a final. Key points of emphasis will include the foundation of special education, procedures of special education, and the characteristics of each disability area.

Exploratory Activities:

Each adult learner brings varying levels of experience to introductory courses such as this one. In order to address the differing backgrounds and needs in the class, you will select activities from a menu of options so that you can tailor this portion of the course to address your own learning needs as you build an emerging philosophy of special education. **Your learning from these activities will be evaluated in your final paper.**

Comprehensive Final Paper:

A comprehensive final paper covering key course content will be required. Key points of emphasis include the foundations of special education, procedures of special education, and the characteristics of each disability area. A rubric will be provided.

Schedule

Date	Topics	Readings & Assignments Due on this Date
Tuesday 5/21/13	Introduction to Course Introduction to Special Education	
Thursday 5/23/13	History of Special Education	Chapter 1
Saturday 5/25/13	The Cycle of Special Education	Chapter 2 <u>Homework Due- Posted on Blackboard</u> Compare IDEA: History of Special Education & CEC History of Special Education
Tuesday 5/28/13	Learners with Physical Disabilities and Other Health Impairments	Chapter 14
Thursday 5/30/13	Learners with Low- Incidence, Multiple, and Severe Disabilities Learners with Intellectual and Developmental Disabilities Guest: Melissa Ainsworth	Chapter 13 Chapter 5
Saturday 6/01/13	Learners who have Developmental Delays or are served in Early Childhood Special Education Parents and Families	Chapter 4 <u>Homework Due- Posted on Blackboard</u> Topic – Compare VDOE packet for families with TEC Successful Partnerships with Families
Tuesday 6/04/13	Learners with Autism Spectrum Disorders Guest: Jennifer Watson	Chapter 9 <u>Child Abuse Awareness Certificate Due</u> Print & Bring to Class AND Post on TaskStream under CEC #9
Thursday 6/06/13	Overview of: Learners with Learning Disabilities Learners with Attention Deficit Disorder Learners with Emotional or Behavior Disorders Learners with Communication Disorders	Chapter 6 Chapter 7
Saturday 6/08/13	Academics for: Learners with Learning Disabilities Learners with Attention Deficit Disorder	Chapter 8 Chapter 10

	<p>Learners with Emotional or Behavior Disorders</p> <p>Learners with Communication Disorders</p> <p>Quiz review</p>	<p>MIDTERM- Chs. 1,2, 5, 6,7,8,10 , 13, 14</p> <p><u>Homework Due- Posted on Blackboard</u></p> <p>Topic- Compare 2 articles about instructional strategies for students with high-incidence disabilities article</p>
<p>Tuesday 6/11/13</p>	<p>Social Needs of : Learners with Learning Disabilities</p> <p>Learners with Attention Deficit Disorder</p> <p>Learners with Emotional or Behavior Disorders</p> <p>Learners with Communication Disorders</p>	<p>Additional readings TBD</p>
<p>Thursday 6/13/13</p>	<p>Learners who are Blind or Visually Impaired</p> <p>Guest: Kim Avila</p>	<p>Chapter 12</p>
<p>Saturday 6/15/13</p>	<p>Learners who are Deaf or Hard of Hearing</p>	<p>Chapter 11</p> <p><u>Homework Due- Posted on Blackboard</u></p> <p>Topic- Compare “Helping Students Who are Deaf and Hard of Hearing Succeed” with ASHA article for D/HH students in the classroom</p>
<p>Tuesday 6/18/13</p>	<p>Multicultural and Bilingual Aspects of Special Education</p> <p>Learners with Special Gifts & Talents</p>	<p>Chapter 3</p> <p>Chapter 15</p>
<p>Thursday 6/20/13</p>	<p>Review Quiz</p> <p>Student Presentations</p>	<p>FINAL- Chs. 3,4, 9, 11, 12, 15</p> <p>Final Papers Due</p>

Schedule

