



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

Spring 2014

EDSE 501 DL1: Introduction to Special Education

CRN: 17402, 3 - Credits

Instructor: Dr. Cornelia Izen	Meeting Dates: 01/21/14 - 05/7/14
Phone: 703-993-5736	Meeting Day(s)/Time(s): There are no meeting days scheduled for this course. Students work independently.
E-Mail: cizen@gmu.edu Skype Name: neiaizen	
Office Hours: by appointment by appointment (can meet in person, via phone, Skype, FaceTime (for Mac users), or Blackboard Collaborate Web Conference)	Meeting Location: Internet

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.

Prerequisite(s): None

Co-requisites: 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) 993-3670 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 MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

• Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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. (ISBN-13: 9780137033706 ISBN-10: 0137033702)

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format.

The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

On Blackboard

Additional Readings

On Blackboard

Course Relationships 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 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.

This course is an online course with no face-to-face class sessions. All instruction takes place online through the GMU Blackboard environment. You are expected to work at your own pace through course modules that can be found on Blackboard. **There are specific due dates listed in the class schedule. Work must be turned in by those due dates or may be submitted before those dates.** At times, you will be asked to participate in group activities with other students who are enrolled in the course. As an on-line community, we have much to offer each other. Participation and interaction with each other will enrich your experience when taking this course. Please get to know your online cohorts through your work on course activities.

You are required to log in to establish your Mason email account and log in to Blackboard within the first week of the course. If you do not receive login information in that time, you must notify your instructor.

Note: You may take the entire course session to complete the course or you may work at a faster pace. Your learning style and your schedule will dictate the pace at which you complete course modules. **All work must be completed by the due dates given in the course schedule.**

Participation and Completing Work Online

This is both an interactive and independent course that requires a high level of self-direction, communication, and problem solving on your part. You will learn from the material provided and from one another. You are responsible for all communication that occurs during the time of the course. Please check your Mason email frequently, even after you have finished all components of the course. If something is missing or I need to contact you, I will send you communication through your Mason email.

Participation Requirements and Technical Support

This course requires you to work in an online environment. Therefore, you must have a working computer and access to the Internet at all times. Computer malfunctions and other technology problems are your responsibility and must be resolved by you in a timely fashion.

If you need technical assistance for gaining access to Mason's Blackboard page or your Mason email, contact ITU Support at

703-993-8870

support@gmu.edu

<http://itservices.gmu.edu/>

If you need technical assistance with Blackboard, please contact the Blackboard support line at 703-993-8870.

If you are having trouble finding something within the course, direct your questions to me.

Late Work.

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **on Blackboard or via email (if Blackboard interface is not working)** will be considered the date submitted. Submitting an assignment late does not alter

the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. The assignment schedule can be found on the last 2 pages of this syllabus.

Communication

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in our course. My email (as well as the emails of your classmates) is located here. I check my email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Evaluation

Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module. Grades for most reading checks will be available immediately after you finish and will post to the Grade Center (My Grades in the left side navigation bar). For Module assignments (and some reading checks), I will grade the assignment and post the score you earned and my comments to Grade Center. You can read the comments by clicking on the grade. If there are attachments, click on the title of the assignment in My Grades to access attachments (e.g. grading rubrics, feedback directly on paper submitted). If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

- All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association* (6th ed.). The citation for this manual is included in the section entitled, Recommended Texts. This is also termed “APA Style.” For an online resource, see www.apastyle.org. Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages.
- It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>
- Please use person-first language in written assignments (and ideally in your professional practice). For more information on this language, refer to “Guidelines for Reporting and Writing About People With Disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Abuse/Neglect Certificate and Final Paper* 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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

93-100% = A
 90-92% = A-
 83-89% = B
 80-82% = B-
 70-79% = C
 <69% = F

Assignments

Performance-based Assessment (TaskStream submission required).

Child Abuse Training Module

All students must complete the online Child Abuse Recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html. If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to TaskStream.

Module 4 Final Paper

Module 4 Final Paper assignment is also a required assignment that must be uploaded to TaskStream and Blackboard. Specific directions are posted on Blackboard.

These are mandatory requirements and you will not pass the class without completing this assignment. The Certificate of Completion and the Module 4 Final Paper will need to be posted to your TaskStream account in order to receive your final grade in the course.

Performance-based Common Assignments (No TaskStream submission required).

None

Other Assignments.

(Please see Blackboard for specific directions and rubrics.)

Reading Checks (16 at 25 points each/ 400 points)

At the end of *each lesson*, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the chapter in the textbook you were assigned. You may not use any materials such as books or notes to help you complete these checks but you may take each one multiple times.

Module Assignments (4 at 150 points each/600 points; all directions and rubrics posted in Blackboard)

Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write papers individually. The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper. In Module 4, students must integrate information from all of their course experiences to write a paper about one disability area.

Assignments for Modules 2 and 3 are slightly different. Once you complete the Module lessons, you will choose a disability area from the Module and post your choice to the Discussion Board. (If there are already five students who have posted for a disability area, please choose another one.)

Once you have completed your worksheets for the Module, you will post them to your disability area Wiki.

After posting your worksheets, choose a DIFFERENT disability area Wiki, read over the postings, and comment on the group information provided. Each comment should be posted to the group comment Wiki and include how the information related to at least one aspect of the Module.

There is a short introductory video under Course Welcome! on Blackboard (see Course Materials content list on left side of page). Students who complete a self-quiz after viewing this video may receive up to 10 points extra credit.

Schedule

Course Schedule

*You may work at your own pace and hand in materials prior to the due dates below. Materials **must** be submitted by midnight on the due dates listed. Material will be graded within 48 hours of due dates listed in the course schedule.*

Topic	Material Due	Date Due
	Child Abuse Training Certificate posted to TaskStream	1/28
<i>Module 1: History of special education and disability, legislation, and issues and services</i> Lesson 1: History of special education and disability Lesson 2: Legislation Issues and services	-All reading checks complete for Module 1. -Module 1 Final paper submitted to Journal on Blackboard (Philosophy Statement).	2/19
<i>Module 2: Higher incidence disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities Lesson 3: Students with speech/language impairments Lesson 4: Students with emotional/behavioral disorders Lesson 5: Students with autism spectrum disorders	-All reading checks complete for Module 2. -Module 2 worksheets posted for comment in disability Wiki.	3/19
	Comments on two Wikis (Part 2 of Module 2 Final Assignment)	3/26
	Midpoint Survey completed on Blackboard	3/26
<i>Module 3: Lower incidence disabilities</i> Lesson 1: Students with Other health impairments visual impairments, including blindness Lesson 3: Students with hearing impairments or who are deaf Lesson 4: Students with severe/multiple disabilities, including deaf/blindness or TBI Lesson 5: Students with orthopedic impairments	-All reading checks complete for Module 3. -Module 3 worksheets posted for comment in disability Wiki.	4/9

	Comments on two Wikis (Part 2 of Module 3 Final Assignment)	4/16
<i>Module 4: Issues and Collaborations</i> Lesson 1: Students with special gifts and talents Lesson 2: Parents and families Lesson 3: The future of special education	-All reading checks complete for Module 4. -Module 4 Final paper submitted to TaskStream AND Blackboard.	4/30
	-Course survey on Blackboard completed. -Final Course Evaluation completed online.	5/7