



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

Spring 2016

EDSE 501 001: Introduction to Special Education

CRN: 10437, 3 - Credits

Instructor: Dr. Kurt Lazaroff	Meeting Dates: 01/19/16 - 05/11/16
Phone: 336-707-7480 text or talk	Meeting Day(s): Wednesday
E-Mail: klazarof@gmu.edu	Meeting Time(s): 4:30pm – 7:10pm
Office Hours: By appointment	Meeting Location: Fairfax; Krug Hall #17

***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.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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) 993-3670 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

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. (2015). *Exceptional learners: An introduction to special education* (13th ed.). Boston, MA: Pearson.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who

have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Required Resources

Access to the internet and GMU library resources

Additional Readings

Additional readings will be posted on Blackboard by week or by topic.

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: Learner development and individual learning differences; Standard 3: Curricular content knowledge.

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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as

possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 class meets only once a week and each class member's attendance is important to their learning and in the collaborative work which is at the core of class structure. Make every possible attempt to attend every class. After missing one class there will be a deduction of half a letter grade from the final course grade for the student for every class missed thereafter. IF you know you will be missing a class you should notify the instructor prior to class time.

Arriving late to class.

Please text the instructor or another student in the class if you are going to be late.

Late Work.

Because a large amount of the grade bearing assignments become the topic of discussion for in-class collaborative work, assignments must be completed on-time. Work not completed by the due date and time will mean a 10% grade penalty for every 24 hour period following that time. No work will be accepted after the final day of classes.

Expectations

This course meets only once a week and therefore the time spent in class must be focused and productive. The normal out-of-class study load for a graduate-level class is considered to be three hours for every credit hour. That means 9 hours of reading and studying per week. You must come prepared to participate in this class. Assigned readings should be completed prior to class. Technology that allows access to the internet should be brought to class in ready-to-use

condition. Course members must actively check the course Blackboard site *and* their GMU email for communications from the instructor, at a minimum this should be 3 times per week. *Warning!! Blackboard will be monitored for student log-in and activity.*

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Abuse/Neglect Certificate and Final Paper* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

Assignments

Performance-based Assessment (TK20 submission required).

1. Child Abuse Training Module

Course members are to 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 your TK20 portfolio.

Performance-based Common Assignments (No TK20 submission required).

2. A Final Paper assignment is also a required assignment that must be uploaded BB.

Specific directions are posted on Blackboard. These are mandatory requirements and you will not pass the course without completing these assignments. The Certificate of Completion needs to be posted to TK20 and the Final Paper needs to be posted to BB.

Other Assignments.

Grade bearing activities, assignments, and assessments:

Disability category wiki group project. Class members will be formed into groups of 4-5 students. Each group will construct a wiki on Blackboard for every category of disability that will include a description of the categories social, cognitive, behavioral and academic characteristics, etiology, prevalence, intervention strategies, and a compendium of web-based resources for parents, teachers, students, and administrators.

Discussion/Journaling. Class members will post their ideas and thoughts regarding the topics from class discussion on weekly discussion boards in Blackboard. A prompt will be posted but everyone is encouraged to pursue topics of their choice that are related to the class discussion.

Comprehensive disability category case-studies. Class members will write 4 (four) different comprehensive responses to instructor supplied case studies of students with a specified categories of disability. Disability categories will be: Specific Learning Disability, Autism, Other Health Impaired, and Developmental Disability.

Brief disability case-studies. Class members will write a brief response to a case study that will be discussed in an in-class group discussion and become part of a group response presentation of the case study. Each student must post their brief response and participate in discussion and presentation of their group's response.

Class participation. Attendance and participation in discussions both in-class and online that includes giving feedback to others, presenting ideas and opinions based on readings and verifiable sources, and listening intently and respectfully to others.

Exams

There will be a pre-test (ungraded) and final exam (post-test).

Evaluation

Rubrics for assignments and details of assessments will be posted to Blackboard.

Assignment/Assessment	Points
Class Participation	200
Discussion/journal writing	100
Wiki Group Project	100
Child Abuse Training Module	100
Brief Case Studies 5@10 points	50
Comprehensive Case Studies 4@25	100
Final Paper	250
Final Exam (post-test)	100
Total	1000

Schedule

Class #	Date	Lecture Topic/chapter	Discussion: Topic readings from BB
1	1/20	Intro. Ch. 1	What is special ed.?
2	1/27	Ch.2	History of special education
3	2/3	Ch. 3	Collaboration
4	2/10	Ch. 4	Parents
5	2/17	Ch. 5	RTI
6	2/24	Ch. 6	The Common Core
7	3/2	Ch.7	The IEP
	3/9	Spring Break	Spring Break
8	3/16	Ch. 8	Placement
9	3/23	Ch. 9	UDL
10	3/30	Ch. 10	Disproportionality
11	4/6	Ch. 11	Disability and Discipline
12	4/13	Ch. 12 -13	Class Choice (to be decided by students)
13	4/20	Ch. 14-15	Transition
14	4/27 Last Class	Integrating SE into practice	Future Issues