



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

Fall 2019

EDSE 501: Introduction to Special Education

Section: 001 CRN: 71049

Section: P01 CRN: 82559

3 – Credits

Instructor: Dr. Linn Jorgenson	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: (703) 419-0694	Meeting Day(s): Thursday
E-Mail: ljorgen2@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Fairfax, Thompson Hall Rm 1017
Office Location: Krug Hall, Rm 111	Other Phone: N/A

- **Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None

Co-requisite(s): None

Course Description

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services 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.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take? Students planning to complete a program should apply as soon as possible. Apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

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
7. Guest Speakers based on availability

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe how educators and other professionals determine the difference between “normal” and “atypical” behaviors.
2. Describe the legal and historical development of the field of special education.
3. Describe various theoretical models and perspectives in the field of special education.
4. Describe research in etiological factors associated with all disability areas.
5. Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
6. Describe historical points of view and contribution of culturally diverse groups to the field of special education.
7. Describe the role of families in the educational process.
8. Describe past, present, and future models of assessment and intervention, including use of innovative technology.
9. Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
10. Examine ethical considerations for the treatment of all children.

Professional Standards

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Textbooks

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional Learners: An Introduction to Special Education*, 14th ed. Upper Saddle River, NJ: Pearson.

Recommended Textbooks

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

Additional Readings

Additional readings may be posted on Blackboard as assigned/

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 501*, the required PBA is **(NO ASSESSMENT REQUIRED FOR THIS COURSE)**. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

No TK20 Submission required

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

- 1. Child Abuse Training Module (100 points):** All students must complete the online Child Abuse Recognition Training Module.

This training is available:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.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 the designated location on Blackboard. More information about this assignment will be posted on Blackboard and discussed in class.

- 2. Dyslexia Awareness Module (100 points):** All students must complete the online Dyslexia Awareness Module

This training is available:

<http://www.doe.virginia.gov/teaching/licensure/index.shtml>

This is a mandatory requirement and you will not pass the class without completing this assignment. After completing the module, you will print/save a copy of the certificate of completion for verification. The certificate of completion will need to be posted to Blackboard to receive your final grade in the course. More information about this assignment will be posted on Blackboard and discussed in class.

Other Assignments

- 3. Disability Specific Paper [Final Paper] (250 points):** This final paper is posted on Blackboard. Directions for the paper are provided in the Appendix and on Blackboard. More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.
- 4. Philosophy of Education Paper (150 points):** This paper serves as a reflective paper that utilizes personal experiences, knowledge gained, readings, applied experiences and other items to develop one's individual philosophy or approach to special education. This work should be as reflective as possible and should be at least 2 pages in length and not exceed 6 pages (not including references, title page, etc.). More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.
- 5. Disability Specific Presentation (120 points):** This assignment is reflective of the knowledge gained in the course and the content of the final paper. This presentation will be given in class and will cover (a) the characteristics of the disability that you selected, (b) the learning needs of the individuals with the disability that you selected, (c) lifespan issues related to the disability that you selected, and (d) how the disability (that you selected) is similar to and different from other types of disabilities). Please be as creative as possible. Outside of covering a-d, this assignment is flexible. Have fun with this

assignment! More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.

6. Final Exam (100 points): Due to the nature of this course being foundational in nature, there will be a final exam consisting of 4 short essay questions.

7. Class Attendance and Activity Participation (10 points per class x 16 classes = 160 points): Students earn points during each class session for class attendance and participation (e.g., engaging in discussion, asking questions, taking notes, etc.). Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students will be expected to be prepared for class (e.g., complete readings prior to class, bring necessary materials or assignments) and to actively participate in in-class activities (e.g., discussions, journaling, knowledge acquisition/demonstration, interactive activities, etc.). Please note that you must be in class to earn points for attendance and in-class activities; points missed due to absences, late arrivals to class, or early departures from class cannot be made up.

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are an important part of this class and critical for course competence. Student are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior, and complete all assignments with professionalism and on time. Be sure to read all assignments ahead of class in order to full participate in class activities. If you miss class, it is up to you to make arrangements to obtain notes, handouts, and or lecture handouts. Attendance points can not be made up after one absence, and the instructor must be notified in advance of the absence.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. Note that late work will NOT be accepted for the Final Exam or the Disability Specific Presentation. For all other assignments (i.e., Child Abuse Training Module, Dyslexia Awareness Module, Final

Paper, and Philosophy of Education Paper), for every 24-hour period that an assignment is late, a 5% point deduction will occur.

Communication:

Communication Your GMU email address and the instructor’s GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. All communications are sent to students via their Mason email accounts, and students are held responsible for this information

Grading Scale

<u>Letter Grade</u>	<u>% of Points</u>
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C	70-79%
F	< 70%

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

SUMMARY OF ASSESSMENTS

Assignment	Points Earned By Student	Total Points
Disability Specific Paper		250
Child Abuse Training		100
Dyslexia Awareness Module		100
Philosophy of Education Paper		150
Disability Specific Presentation		120
Final Exam		120
Class Attendance and Participation		160
Total Points: 1000		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading to be done	Assignments due
Week 1: 8/29	Introduction; Course overview; Beginning the discussion of disabilities	N/A	N/A
Week 2: 9/5	Exceptionality and Special Education	Ch.1	
Week 3: 9/12	Current Practices for Meeting the Needs of Exceptional Learners Multicultural and Bilingual Aspects of Special Education	Ch. 2 & 3	
Week 4: 9/19	Visit to the Kellar Library (Finley) APA/Writing Center Parents and Families Learners with Intellectual and Developmental Disabilities	Ch. 4 & 5	Be prepared to discuss final paper topic

Date	Topic	Reading to be done	Assignments due
Week 5: 9/26	Online Class: Complete Child Abuse Training Complete Dyslexia Awareness Module	None	Child Abuse Training Module Dyslexia Awareness Module Due by 11:59
Week 6: 10/3	Learners with Learning Disabilities	Ch. 6	Philosophy of Education paper due by 4:30pm
Week 7: 10/10	Learners with ADHD	Ch. 7	
Week 8: 10/17	Learners with Emotional or Behavioral Disorders	Ch. 8	
Week 9: 10/24	Learners with Autism Spectrum Disorders Learners with Special Gifts and Talents	Ch.9 & Ch.15	
Week 10: 10/31	Learners with Communication Disorders	Ch. 10	
Week 11: 11/7	Learners who are Deaf or Hard of Hearing	Ch 11	
Week 12: 11/14	Learners with Blindness or Low Vision	Ch. 12	
Week 13: 11/21	Learners with Low-Incidence, Multiple, and Severe Disabilities Learners with Physical Disabilities and Other Health Impairments	Ch. 13 & Ch. 14	
Week 14: 11/28	NO CLASS- Thanksgiving Recess	None	
Week 15: 12/5	Student Presentations		Final Paper Due by 4:30pm
Week 16: 12/12	Student Presentations & Final		

Core Values Commitment

The College of Education and 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/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Disability Services can be reached by visiting www.ds.gmu.edu
-

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Grading Rubric: Disability Specific Paper

Requirement	Points
-------------	--------

<p>Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.</p>	<p>___ / 50</p>
<p>Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.</p>	<p>___ / 50</p>
<p>Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.</p>	<p>___ / 50</p>
<p>Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).</p>	<p>___ / 50</p>
<p>Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, applied experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).</p>	<p>___ / 30</p>
<p>APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.</p>	<p>___ / 20</p>
Total Points	<p>___ / 250</p>