

GEORGE MASON UNIVERSITY
Graduate School of Education College of Education and Human Development
Summer, 2012

EDSE 501 6P1: Introduction to Special Education

Dates: June 8 & 15, 4:30-8:30; June 9, 16, 26, 8:30-4:30

Location: Bldg. 100, Room 32

Instructor: Teresa C. Hopkins, Ph.D.

Office Hours: Scheduled by appointment

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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. Prerequisites: none.

Relationship of Course to Program Goals and Professional Organizations

EDSE 501 is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in special education in the Commonwealth of Virginia. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such, the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following CEC Core Standards:

Standard 1: Foundations

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement with a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Importance of the dominant culture on shaping schools and the individuals who study and work in them.

- Potential impact of differences in values, languages, and customs that can exist between the home and school

Standard 2: Development and Characteristics of Learners

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of facilities in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individual with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

Standard 3 Individual Learning Differences

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Nature of Course Delivery

Learning activities include the following:

- Lecture, discussion and participation
- Videotapes and other relevant media presentations
- Study and independent library research
- Applications with relevant hardware and software
- Application activities, including in-class evaluation of intervention research and materials
- Class presentations
- Written reports using the American Psychological Association format (6th ed.)

GSE Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

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. <http://cehd.gmu.edu/values/>

GRADING CRITERIA

- A = 95 - 100
- A- = 90 - 94
- B+ = 85 - 89
- B = 80 - 84
- C = 70 - 79
- F = <70

Required Text

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)

Highly Recommended

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

Required Access to Course Blackboard Site

Blackboard will be used to post important announcements for this course. In addition, you will need to login to Blackboard to upload assignments:

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 (this will be 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.

Evaluation:

- In-Class Workshops 10 pts.
- Group Presentations
 - Human Growth & Development 15 pts.
 - Disability Area 20 pts.
- Blackboard 10 pts.
- Disability Paper 15 pts.
- Child Abuse Training 10 pts.

- Quiz (no make-up) 5 pts.
- Final Exam 15 pts.

Note: All assignments should be typed and double spaced. In fairness to students who make the effort to submit papers on time, points will be deducted for work submitted after the due date.

It is recommended that students retain copies of all course products to document their progress through the GSE special education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

TaskStream

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at: <http://gse.gmu.edu/programs/sped/>. For this course, students must submit their certification of completion of the Virginia Department of Education Child Abuse Recognition program. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the semester, the grade becomes an F.

Assignments:

Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. Two or more absences will result in no credit for this course. As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

****Note:** Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed class activities in the following manner:

1 missed activity = 5 point deduction (5% total)

2 missed activities = 5 point deduction (10% total and/or F for the course)

Weekly readings from the text and other sources will be required. The student is expected to share acquired information and participate in the in-class workshops.

Group presentations will be required.

- The Human Growth and Development presentation will identify the major developmental milestones met at various age levels. A group grade will be given.
- The disability area presentation will enable students to identify the major characteristics associated with high incidence disability areas. Students will be graded individually.

Blackboard will be used during the course. The June 22 class will be conducted online. Assignments will be given for students to be completed on Blackboard.

Research Paper: A six page double-spaced research paper on one of the low-incidence disabilities will be completed. The paper will be written according to APA style (6th ed.) and will include specific components including the prevalence of the disability, characteristics of the disability, types of educational programs available in schools for students with the disability including kinds of assistive technology used, transition programs available for students as they prepare to leave high school and supports/services that individuals might require as adults. A rubric will be provided.

Child Abuse Awareness Program: Students will complete an online child abuse 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.**

Quiz/Exam: A quiz and a final exam will be required.

COURSE TOPICS

Date	Topics	Readings/Assignments	What's due?
Friday, June 8 4:30-8:30	Course Overview Special Education History, Law, Process/Terminology	Chapters 1, 2, 3	
Saturday, June 9 8:30-4:30	Special Education Process Dispute Resolution IEP Development Multi-cultural/Bilingual	Chapters 4, 5 Blackboard: Assistive Technology: http://atto.buffalo.edu/registered/ATBasics.php	
Friday, June 15 4:30-8:30	Quiz video Intellectual Disability	Chapters 6, 7, 8 Blackboard: Frontline Video http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch	Group presentations (Human Growth & Development, ID)
Saturday, June 16 8:30-4:30	Learning Disability Emotional Disability Other Health Impairment (ADHD)	Chapters 10, 15	Group presentations (LD, ED & OHI due to ADHD) Research Paper
Friday June 22	ONLINE CLASS	Blackboard: Discussion Board Respond to trigger questions with two posts. IEP: Review assigned section elearndesign.org/modules/ocada605_acn1/ Be prepared to share in class.	Blackboard assignments due by midnight 6/22.
Tuesday, June 26 8:30-4:30	Autism Final Exam	Chapter 9	Group presentation (Autism) Child Abuse Certificate on TaskStream