



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

Fall 2015

EDSE 501 P01: Introduction to Special Education

CRN: 80706, 3 - Credits

Instructor: Ms. Meghan Betz	Meeting Dates: 08/31/15 - 12/21/15
Phone: (571) 814-0557	Meeting Day(s): Thursday
E-Mail: mbetz1@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: By Appointment	Meeting Location: Fairfax R B208

***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.

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>.

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
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. P., Kauffman, J. M., & Pullen, P. C., (2014). *Exceptional Learners: An introduction to special education, 13th ed.* Upper Saddle River, NJ: 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.

Recommended Textbooks

None.

Required Resources

Please check our course Blackboard site regularly.

Additional Readings

As assigned. Any additional readings will be posted 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: 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 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 arrive on time, stay for the duration of class, and participate in our discussions and activities. You can only earn your participation points if you are present, participating, and turn in your exit ticket! 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 an emergency arises and a student misses class, it is the student's responsibility to contact the instructor and turn in any assignments due before midnight that same day. Please make arrangements with a colleague (classmate) to collect any handouts and to follow up with about what you missed in class.

Late Work.

For each day an assignment is late, 5% will be deducted. Assignments will not be accepted if they are more than 3 days late. (Exit tickets are due at the end of class and will not be accepted at a later time).

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 regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. I will check email daily (Monday-Friday) and respond within 24 hours. Please keep this timeline in mind if you have questions about assignments.

Blackboard Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Abuse/Neglect Certificate and Final Paper* to Blackboard (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 Blackboard. Failure to submit the assessment to 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Attendance & Participation (Exit tickets)	15 %
Disability Fact Sheets	15 %
Child Abuse Awareness Certificate	10 %
Final Exam	10 %
Final Paper	50 %
TOTAL	100 %

A/A+ = 95-100 % B - = 80-82 %
A- = 90-94 % C = 70-79 %
B+ = 85-89 % F = 69% and below
B = 83-84 %

Assignments

Performance-based Assessment (Blackboard submission required).

Final paper. The final paper is an opportunity to show growth in your knowledge about learners with disabilities. You will **select one disability area** and demonstrate your knowledge of (a) the characteristics of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and the family), and (d) how the disability is similar and different to other types of disabilities (e.g., mild, severe, sensory). To show this growth you will combine: (1) what you have learned from

coursework (e.g., lectures, videos, articles, and textbook readings), (2) independent learning activities you have completed (e.g., IRIS modules, field experiences), and (3) the exploratory activity you completed. A rubric will be distributed and the assignment/student questions will be discussed in class.

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

N/A

Other Assignments.

Child abuse recognition training. 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

This is a mandatory requirement and you will not pass the class without completing this assignment. The certificate of completion will need to be posted to your Blackboard account in order to receive your final grade in the course. It is recommended that you post this at the start of your course. Please consult with your instructor as soon as possible if you have any questions about this assignment.

Exit tickets. To earn your full participation points, you will complete an exit ticket each class session. These exit tickets will be turned in prior to leaving for the evening. These exit tickets may include: making connections from the lecture/activities to something you read or have experienced, an additional question you have that was not covered in class, something new or surprising you learned, a connection about how you'll use the information you learned that class to inform your teaching practices, etc. Prompts will be provided.

Disability fact sheets. For each disability area, you will complete a disability fact sheet. You will summarize key information about the disability, e.g., whether the disability is high or low incidence, how it is diagnosed, associated behavioral/medical implications, how it is diagnosed, general academic impact, etc. A template and list of disabilities will be provided. Disability fact sheets will be due at the end of the semester (the week before the final exam).

Schedule

	Topics	Readings & Assignments Due on this Date (Exit tickets due at conclusion of each class)
9/3/15 #1	Introduction to Course Introduction to Special Education	None
9/10/15 #2	History of Special Education	Chapter 1

9/17/15 #3	The Cycle of Special Education	Chapter 2
9/24/15 #4	Learners with Physical Disabilities and Other Health Impairments	Chapter 14
10/1/15 #5	Learners with Low- Incidence, Multiple, and Severe Disabilities Learners with Intellectual and Developmental Disabilities	Chapter 13 Chapter 5
10/8/15 #6	Learners with Autism Spectrum Disorders -GUEST SPEAKER	Chapter 9
10/15/15 #7 ONLINE CLASS	***CLASS WILL NOT MEET THIS DAY. YOU WILL LOG INTO BLACKBORD TO COMPLETE THIS CLASS VIRTUALLY (AT YOUR CONVENIENCE BEFORE 10/22)*** Learners who have Developmental Delays or are served in Early Childhood Special Education Parents and Families	<u>Child Abuse Recognition Certificate Due</u> *Post on Blackboard Chapter 4
10/22/15 #8	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 Chapter 8 Chapter 10
10/29/15 #9	Academics for: Learners with Learning Disabilities Learners with Attention Deficit Disorder Learners with Emotional or Behavior Disorders Learners with Communication Disorders	Additional readings will be posted on Blackboard. (We will cover high-incidence disabilities over the course of the next few weeks. Please pace yourself to read all of the corresponding
11/5/15 #10	Social Needs of : Learners with Learning Disabilities	

	Learners with Attention Deficit Disorder Learners with Emotional or Behavior Disorders Learners with Communication Disorders	chapters within this time frame).
11/12/15 #11	Learners who are Deaf or Hard of Hearing -GUEST SPEAKER	Chapter 11
11/19/15 #12	Learners who are Blind or Visually Impaired -GUEST SPEAKER	Chapter 12
11/26/15	THANKSGIVING NO CLASS	
12/3/15 #13	Multicultural and Bilingual Aspects of Special Education Learners with Special Gifts & Talents	Disability Fact Sheets Due Chapter 3 Chapter 15
12/10/15 #14	Review/Wrap Up Student Share Out of Final Papers/Experiences	Final Papers Due
12/17/15 #15	FINAL EXAM	

Appendix

The following will be distributed in class and posted on Blackboard:

Final Paper Rubric

Disability fact sheet templates