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

Spring 2018
EDSE 501 DL2: Introduction to Special Education
CRN: 12372, 3-Credits

Instructor: Dr. Carolyn Iguchi	**Meeting Dates**: 01/22/18 – 05/16/18
Phone: 703-628-3187	**Meeting Day(s)**: Asynchronous
E-Mail: chollan2@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: NA	**Other Phone**: NA

*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. Note: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Lecture

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. Blackboard modules 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

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Course Relationship 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, 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. (2015). *Exceptional Learners: An Introduction to Special Education* (13th Ed.). Upper Saddle River, NJ: Pearson. ISBN13:9780133570724

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

Required Resources

BlackBoard course site

Additional Readings
As assigned on the BlackBoard course site

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 Final Paper. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. 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)
Final Paper (Blackboard/TK20 Assignment)

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 what you have learned from coursework (lectures, discussions, articles, and textbook readings) with independent learning activities (IRIS modules, field experiences, and exploratory activities). Your independent learning activities will include the following:

1. **The IRIS module *Perceptions of Disability*** located at http://iris.peabody.vanderbilt.edu/da/chalcycle.htm

   Start the module at "CHALLENGE." Answer the questions under the headings of "Challenge," "Assessment," and "Wrap Up."

2. **At least one field experience** designed to further your understanding on the impact of a disability on a student's learning, his/her family, and his/her school experience. These experiences might include:
    a. Observation of a student with a disability. If you are already teaching, take this opportunity to explore a disability with which you are less familiar (in other words, do not observe your own classroom).
    b. Interview of a parent, administrator, or teacher of a student with a disability. c. Completion of <u>additional</u> IRIS modules (http://iris.peabody.vanderbilt.edu/resources.html)
    d. Other instructor approved activity.

    <u>Note</u>: Most students in this class make arrangements on their own for the field based activity (e.g., observing in a school where they are working, interviewing someone they already know who is a teacher or parent of a child with a disability, making arrangements with a peer in class, or completing additional IRIS modules). Contact your instructor if you have questions.

3. **At least one exploratory activity** designed to better understand the <u>experience</u> of having a disability. These activities might include watching a full length movie or several episodes of a television show, reading a book (e.g. fictional/memoir), or reviewing how disability is represented in the media that help you explore of the impact of a disability on a person's life. Your exploratory activity sources might include:
    a. Movies
    b.
    Television
    c. Books
    d. Media (e.g., newspapers, Internet)

    Please see Blackboard for the list generated on the first night of class. You may also choose to visit the following websites for ideas:
    http://iris.peabody.vanderbilt.edu/resource_TOOL_film/film.html
    http://iris.peabody.vanderbilt.edu/resource_TOOL_irismedia/irismedia.html
    http://www.nlcdd.org/resources-books-movies-disability.html
    http://lits.columbiasc.edu/edenslibrary/disabilities.htm

<u>Paper</u>
<u>Guidelines</u>

Your paper should be 5 to 10 pages. The format for the paper is fairly flexible. You may choose to describe the characteristics and the impact of the selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and exploratory activity and explain how that connects with the content you have learned in the course. You can also come up with an alternative format of your choice. However, please be sure to refer to the grading and Blackboard/TK20 assignment rubrics to make sure that you have addressed all required topics.

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester <u>AND</u> demonstrate that you clearly understand the important content you have learned. Regardless of how you choose to approach this assignment, your paper should address the following areas:

A. Disability Characteristics
What are some characteristics of the disability, for example:
- What is its prevalence? Is it a high- or low- incidence disability?
- How is it diagnosed?
- Are physical/medical issues associated with this disability?
- Are there social or behavioral implications associated with this disability?

B. Learning Needs
How does the disability affect learning? For example:
- What areas of learning might be impacted by this disability?
- What teaching strategies might benefit learners with this disability?
- What IEP considerations might be needed?
- What accommodations might students with this disability need?
- Where might a student with this disability receive services? (Think LRE.)
- What skills will teachers need to work with students who have this disability?

C. Lifespan Issues (including Impact on Individual and Family)
How does having this disability impact an individual? For example:
- What are early childhood issues that need to be considered?
- What are community issues that need to be considered?
- What are post-secondary (after high school – job, college, independent living) factors that need to be considered?
- What impact does having this disability have on social

relationships? What is the impact of the disability on family? For example:
- What daily living skills might be impacted by this disability?
- How does this disability impact family dynamics?
- What information do families need to advocate for their children who have disabilities?

D. Similarities and Differences to Other Disabilities
How is this disability similar and different to other disabilities (or other disability areas)? For example:
- Is there a difference in the prevalence of the chosen disabilities?
- What are differences in possible school placements for students with the selected disabilities?
- What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?

<u>Note:</u> For this category, you should contrast your selected disability with **<u>TWO</u>** other disabilities or disability areas. For example, if my paper were on students with ADHD

(mild disability), I might contrast it to severe disabilities (or a specific disability such as Cerebral Palsy) <u>AND</u> sensory disabilities (or a specific disability such as blindness).

E. Appendices
In addition, you should provide the following artifacts within an appendix:

1) Your response to the **required IRIS module**- Perceptions of Disability

2) Evidence of your chosen **field experience**.
   - This might include notes from an interview, drawings/notes from a classroom observation, responses to a relevant IRIS module (other than Perceptions of Disability), etc.

3) Evidence of completion of at least one **exploratory activity** related to how disability is portrayed in the media:
   - <u>Movie(s):</u> Evidence would include the name of the movie, the date the movie was watched, a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
   - <u>Television:</u> Evidence would include the name of the television show(s), <u>all</u> dates shows were watched, <u>a brief </u>summary of the plot (including type(s) of disabilities
     portrayed), and a personal reflection of all shows that makes connections to the course lectures and readings.
   - <u>Book:</u> Evidence would include the name of the book, an indication of the type of book (fiction, biography, junior fiction), a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
   - <u>Media:</u> Evidence would include a log of the title of each article, the date it was located, a brief description of the content of the article (including type(s) of disability portrayed), and a personal reflection of all articles that makes connections to the course lectures and readings.

   Note: Appendices do not need to be typed.

Grading Rubric

Requirement	Points *(Recommended)*
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	___/10
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	___/10

Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	**___/10**
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).	**___/10**
Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).	**___/5**
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	**___/5**
Total Points	**/50**

College Wide Common Assessment (TK20 submission required)
> None

Performance-based Common Assignments (No Tk20 submission required.)
- Dyslexia Awareness Module (graded as complete or incomplete). All students must complete the online Dyslexia Awareness Module available at http://www.doe.virginia.gov/teaching/licensure/index.shtml. This is a mandatory assignment that is part of the second module for the course. After completing the training module, you will post a copy of the certificate of completion to BlackBoard.
- Child Abuse Reporting Module (also required for licensure; Blackboard Submission). Course members are to complete the online Child Abuse Recognition training module available at http://www.dss.virginia.gov/family/cups/mandated_reporters/cwse5691/story.html. If you have already completed the training module, you will post your certificate (or evidence of completion on your teaching license) to BlackBoard.

Other Assignments
- Reading Checks (16 at 25 points each/400 points total)
  - 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 materials such as books or notes to help you but you may take each assessment multiple times.
- Module Assignments (4 at 150 points each/600 points)
  - All directions and rubrics are posted on the BlackBoard site

Course Policies and Expectations

    Attendance/Participation

        This is an asynchronous course, however, students are expected to (a) check BlackBoard at least 2-3 times per week, (b) check Mason email at least once daily and respond within one business day to instructor emails, and (c) complete all module lessons and activities.

    Late Work

        Assignments are due on the date indicated in the syllabus. The schedule provides due dates for the entire semester. Work may be submitted early for any module. Late work will receive a 15% penalty for each day late.

    Grading Scale

Grade	Percentage
A	93-100
A-	90-92
B	83-89
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/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

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

Item	Date Due	Submit to…
Child Abuse Module Certificate of Completion	2/7/2018	BlackBoard
Module 1 paper, quizzes and activities	2/26/2018	BlackBoard
Module 2 paper, quizzes and activities	3/26/2018	BlackBoard

Dyslexia Awareness Module Certificate of Completion	3/26/2018	BlackBoard
Module 3 paper, quizzes and activities	4/23/2018	BlackBoard
Module 4 quizzes and activities	5/14/2018	BlackBoard
Module 4 final paper	5/14/2018	BlackBoard and TK20

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 follow the university policy stating that all sound emitting devices shall be turned off 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

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

Appendix
    Assessment Rubric(s)
All rubrics will be posted on BlackBoard