



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

Fall 2018

EDSE 501 611: Introduction to Special Education

CRN: 83471, 3 – Credits

<b>Instructor:</b> Carmen Rioux-Bailey	<b>Meeting Dates:</b> 8/13/18 – 11/05/18
<b>Phone:</b> 202-302-3223	<b>Meeting Day(s):</b> N/A
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<b>Office Hours:</b> Tuesday/Thursday by appt.	<b>Meeting Location:</b> Online
<b>Office Location:</b> Finley 100D	<b>Other Phone:</b> 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. Offered by Graduate School of Education. May not be repeated for credit.

**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
2. Application activities
3. Video and other media supports
4. 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 8/13/18

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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>
  - Blackboard and TK20 work best with Chrome web browser

## *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 2 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., (2018). *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.

## **Required Resources**

On Blackboard

## **Additional Readings**

On Blackboard

## 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 the 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)**

- **Module 4 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 based on course activities. (Please see the Appendix for a detailed description of the final paper)

#### **College Wide Common Assessment (TK20 submission required)**

NA

#### **Performance-based Common Assignments (No Tk20 submission required)**

- This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons, a module assignment, and a self-reflection. Each lesson includes a reading, lecture, video or media component, and a reading check.

#### **Other Assignments**

- 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 use materials such as books or notes to help you complete these checks, but **you may take each reading check no more than twice.**

- Please see the course schedule in this syllabus for an outline of all course assignments.
- **Module Assignments** – See the Assignments tab in BlackBoard for detailed directions. Below is a brief summary of the four major assignments.
- **Modules 1 and 4** require students to write two to four-page papers individually.
  - The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper.
  - In Module 4, you must choose a topic related to special education, research the topic, and write about it. You will likely use information from the other module assignments to inform the final paper.
- **Modules 2 and 3** are intended to help you collect information from multiple types of sources to dig deeper into one disability group for each. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the modules focus.

### Course Policies and Expectations

#### Attendance/Participation

I expect that you will budget your time responsibly and communicate with me if you are having difficulty. I expect that you will read all communications and check email at least twice a week.

#### Late Work

Work can be turned in early, but you will do better in the course if you stick to a rhythm of completing assignments at a reasonable rate. Because this course has rolling admission, you may feel you are starting “behind”. It is up to you how to catch up so that you complete ALL course requirements by midnight on 11/4. This includes the TK20 submission of the final paper.

### Grading Scale

To compute final course grades divide “earned points” by “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 73-76%	F = > 73%
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Course Action Items	Earned Points	Possible Points
Beyond The Modules Activities <ul style="list-style-type: none"> <li>• Professional Child Abuse training</li> <li>• Dyslexia Awareness Module</li> </ul>		REQUIRED for a passing grade in the course (50 points each) 100
Reading checks		(25 points each) 400
Module Self-Reflections		(25 points each) 100
Module 1 Assignment		100
Module 2 Assignment		75
Module 3 Assignment		75
Module 4 Assignment		150 (final paper)
<b>TOTAL POINTS FOR COURSE</b>		<b>1000</b>

\*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/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. 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>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### Class Schedule:

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

	<b>Topic:</b>	<b>Deliverables:</b>	<b>Suggested Due Dates</b> Submit by Sundays 11:59 pm for grading the next day
<b>Week 1</b>	Course Overview 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook 2. Complete Capturing your Thinking Questionnaire 3. Complete Capturing Reflective Ability Survey 4. Complete the Child Abuse Training 5. Complete the Dyslexia Awareness Module	1. Child Abuse Training Certificate <a href="http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html">http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html</a> 2. Dyslexia Awareness Module <a href="http://www.doe.virginia.gov/teaching/licensure/index.shtml">http://www.doe.virginia.gov/teaching/licensure/index.shtml</a>	8/19

<b>Week 2</b>	<i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i> Lesson 1: History of Special Education and Disability Lesson 2: Legislation Lesson 3: Issues and Services	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Module 1 Assignment Self-Reflection 1	8/26
<b>Week 3</b>	<i>Module 2: Higher Incidence Disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	9/2
<b>Week 4</b>	<i>Module 2: Higher Incidence Disabilities</i> Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/Behavioral Disorders	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	9/9
<b>Week 5</b>	<i>Module 2: Higher Incidence Disabilities</i> Lesson 5: Students with Autism Spectrum Disorders	1. Lesson 5 Reading Check 2. Module 2 Worksheets 3. Self-Reflection 2	9/16
<b>Week 6</b>	<i>Module 3: Lower Incidence Disabilities</i> Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	9/23
<b>Week 7</b>	<i>Module 3: Lower Incidence Disabilities</i> Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	9/30
<b>Week 8</b>	<i>Module 3: Lower Incidence Disabilities</i> Lesson 5: Students with Orthopedic Impairments <i>Module 4: Issues and Collaborations</i> Lesson 1: Students with Special Gifts and Talents <i>Module 4: Issues and Collaborations</i> Lesson 2: Parents and Families	1. Lesson 5 Reading Check 2. Module 3 Worksheets Self-Reflection 3 3. Lesson 1 Reading Check 4. Lesson 2 Reading Check	10/7
<b>Week 9</b>	<i>Module 4: Issues and Collaborations</i> Lesson 3: The Future of Special Education	1. Lesson 3 Reading Check 2. Self-Reflection 4	10/14
<b>Week 10</b>	Final Paper: Use feedback from all previous module activities and assignments to write the final paper	Nothing due this week – this is a working week	10/21



<b>Week 11</b>	Catch-up week on any missing or incomplete assignments		10/24 ALL final Coursework submitted this week
<b>Week 12</b>	Course Wrap-up: 1. Complete the Course evaluation	Course Evaluation (link will be posted as announcement in blackboard)	Last minute items submitted by midnight 11/4

### 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](mailto: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

### Module 4 Assignment Details

The final Module Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. **Select one disability area** and demonstrate your knowledge of all four topics outlined in Paper Guidelines below. Combine what you have learned from coursework, independent learning, and the exploratory activity you completed in this Module.

#### Paper Guidelines:

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate that you clearly understand the important content you have learned.

**Regardless of your approach this assignment, your paper must address the following areas:**

<b>A. Disability Characteristics</b>	<p>What are some characteristics of the disability, for example:</p> <ul style="list-style-type: none"> <li>• What is its prevalence? Is it a high- or low- incidence disability?</li> <li>• How is it diagnosed?</li> <li>• Are physical/medical issues associated with this disability?</li> <li>• Are there social or behavioral implications associated with this disability?</li> </ul>
<b>B. Learning Needs</b>	<p>How does the disability affect learning? For example:</p> <ul style="list-style-type: none"> <li>• What areas of learning might be impacted by this disability?</li> <li>• What teaching strategies might benefit learners with this disability?</li> <li>• What IEP considerations might be needed?</li> <li>• What accommodations might students with this disability need?</li> <li>• Where might a student with this disability receive services? (Think LRE.)</li> <li>• What skills will teachers need to work with students who have this disability?</li> </ul>
<b>C. Lifespan Issues (including Impact on Individual and Family)</b>	<p>How does having this disability impact an individual? For example:</p> <ul style="list-style-type: none"> <li>• What are the early childhood issues that need to be considered?</li> <li>• What are community issues that need to be considered?</li> <li>• What are post-secondary (after high school – job, college, independent living factors that need to be considered?</li> <li>• What impact does having this disability have on social relationships? What is the impact of the disability on family? For example:</li> <li>• What daily living skills might be impacted by this disability?</li> <li>• How does this disability impact family dynamics?</li> <li>• What information do families need to advocate for their children who have disabilities?</li> </ul>
<b>D. Similarities and Differences to Other Disabilities</b>	<p>How is this disability similar and different to other disabilities (or other disability areas)? For example:</p> <ul style="list-style-type: none"> <li>• Is there a difference in the prevalence of the chosen disabilities?</li> <li>• What are differences in possible school placements for students with the selected disabilities?</li> <li>• What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?</li> </ul> <p><b>Note:</b> For this category, you should contrast your selected disability with <b>TWO</b> 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) AND sensory disabilities (or a specific disability such as blindness).</p>

<b>E. Information Synthesis</b>	Integrate what was learned through independent learning activities (IRIS modules, field experiences, and exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings to demonstrate knowledge about learners with disabilities. <ul style="list-style-type: none"> <li>• What are the key takeaways for this paper?</li> <li>• How do you tie all the ideas you presented throughout this paper together?</li> </ul>
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**Additional Final Paper Details:**

- ✓ Be sure to include all required topics as outlined in the paper guidelines above.
- ✓ There is no minimum or maximum page length, but typically students’ papers are around 10 pages.
- ✓ The paper should be written in APA format and style (see <https://owl.english.purdue.edu/owl/section/2/10/> for help with APA)
- ✓ I recommend using the headings you see in the Grading Rubric below to organize your paper.
- ✓ Notice the synthesis portion of the paper is the most heavily weighted and therefore should receive the most attention. This section will likely have citations from outside sources to support your ideas and demonstrate your learning.

<b>Final Paper Requirements</b>	<b>Possible Points</b>	<b>Earned Points</b>
<b>Disability Characteristics</b> Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	25	
<b>Learning Needs</b> Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	25	
<b>Lifespan Issues (including Impact on Family)</b> A clear description of the impact of the disability across the lifespan is provided.	25	
<b>Similarities and Differences to Other Disabilities</b> The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).	25	
<b>Information Synthesis</b> 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).	40	
<b>APA Style</b>	10	

Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.		
<b>Total Points</b>	<b>150</b>	

**Grading Rubric**