



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

Summer 2019
EDSE 501: Introduction to Special Education
Section: C01 CRN: 40323
3 – Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 6/24/2019 – 7/27/2019
Phone: 716-572-4315	Meeting Day(s): N/A
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*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 6/24/18.

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

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

- 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.
- 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 4 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 Final Paper. 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)

N/A

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

N/S Online Course Site Open 6/24/2019 – 7/27/2019

Late Work

Due to the condensed timeline of this summer course, no late work will be accepted.

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
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)
Beyond The Modules Activities <ul style="list-style-type: none"> ● Professional Child Abuse training ● Dyslexia Awareness Module 		REQUIRED for a passing grade in the course (50 points each) 100
TOTAL POINTS FOR COURSE		1000

*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/policies-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.

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>

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

Class Schedule

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

Timeframe	Topic:	Deliverables:	Due Dates
Week 1 6/24 – 6/30	Course Overview 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook 2. Complete the Child Abuse Training per Virginia state regulations by clicking the link to the right 3. Complete the Dyslexia Awareness Module per Virginia state regulations by clicking the link to the right	<ul style="list-style-type: none"> Child Abuse Training Certificate posted to Blackboard http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html Dyslexia Awareness Module http://www.doe.virginia.gov/teaching/licensure/index.shtml Beyond the Modules Activities (see blackboard “Beyond the Modules” tab) 	Sunday, June 30 th at 11:59 pm
Week 2 7/1 – 7/7	<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	<ul style="list-style-type: none"> Module 1 reading checks Module 1 assignment (paper) Self-Reflection 1 	Sunday, July 7 th at 11:59 pm
Week 3 7/8 – 7/14	<i>Module 2: Higher Incidence Disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/ Behavioral Disorders Lesson 5: Students with Autism Spectrum Disorders	<ul style="list-style-type: none"> Module 2 reading checks Module 2 assignment (worksheets) Self-Reflection 2 	Sunday, July 14 th at 11:59 pm
Week 4 7/15 – 7/21	<i>Module 3: Lower Incidence Disabilities</i> Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI Lesson 5: Students with Orthopedic Impairments	<ul style="list-style-type: none"> Module 3 reading checks Module 3 assignment (worksheets) Self-Reflection 3 	Sunday, July 21 st at 11:59 pm
Week 5 7/22 – 7/27* (course ends on Saturday)	<i>Module 4: Issues and Collaborations</i> Lesson 1: Students with Special Gifts and Talents Lesson 2: Parents and Families Lesson 3: The Future of Special Education Course Wrap-up: 1. Use feedback from previous Module Assignments to write the final paper 2. Complete the end of semester self-reflection Smile and enjoy summer!	<ul style="list-style-type: none"> Module 4 reading checks Module 4 Assignment (Final Paper) Course evaluation Self-Reflection 4 	Saturday, July 27 th at 11:59 pm

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:

A. Disability Characteristics	<p>What are some characteristics of the disability, for example:</p> <ul style="list-style-type: none"> • 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	<p>How does the disability affect learning? For example:</p> <ul style="list-style-type: none"> • 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)	<p>How does having this disability impact an individual? For example:</p> <ul style="list-style-type: none"> • What are the 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	<p>How is this disability similar and different to other disabilities (or other disability areas)? For example:</p> <ul style="list-style-type: none"> • 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? <p>Note: For this category, you should contrast your selected disability with TWO 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>
E. Appendices	<p>In addition, you should provide the following artifacts within an appendix:</p> <ol style="list-style-type: none"> 1) Your response to the required IRIS module- Perceptions of Disability 2) Evidence of your chosen field experience. <ul style="list-style-type: none"> • 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 (see Blackboard Module 4 for more details here)

Additional Final Paper Details:

- ✓ Be sure to include all required topics as outlined in the paper guidelines above.
- ✓ Your paper should be 5 to 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)
- ✓ The organization of the information in 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.

Grading Rubric

Final Paper Requirements	Points
<p>Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.</p>	<u>/25</u>
<p>Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.</p>	<u>/25</u>
<p>Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.</p>	<u>/25</u>
<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>	<u>/25</u>
<p>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). **Corresponding Artifacts are attached as an appendix</p>	<u>/40</u>
<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>	<u>/10</u>
Total Points	/150

All other rubrics are posted on Blackboard