



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

Spring 2022

EDSE 501: Introduction to Special Education

Section: DL1 CRN: 10917

Section: P01 CRN: 23197

3 – Credits

Instructor: Dr. Carolyn Iguchi	Meeting Dates: 1/24/22 – 5/18/22
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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, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Course Overview

EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals with disabilities having needs for

intervention ranging from mild to severe. Students will examine the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 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

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Analyze how educators and other professionals address the variance between “typical” and “atypical” behaviors across the lifespan.
2. Distinguish characteristics of children and youth with disabilities across all IDEA categories relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
3. Interpret information on individual differences and formulate ways to create meaningful learning experiences and interaction opportunities for all students.
4. Discuss current regulations governing special education policies and practices including rights, responsibilities, and legal status of all parties within the context of schools and communities.
5. Analyze historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice within the context of organized public education in the United States.
6. Examine legal aspects of special education regarding litigation, legislation, and expectations associated with the identification, education, and evaluation of students with disabilities.
7. Explain the etiological factors and medical aspects associated with various disabilities.
8. Summarize and evaluate past, present, and future models of assessment and intervention,

- including use of innovative technology.
9. Illustrate how principles of learning influence the selection of relevant, appropriate, and culturally responsive materials for all learners (e.g., gifted, English learners, students with disabilities).
 10. Identify individual needs such as dyslexia and related evidence-based practices for intervention.
 11. Evaluate the dynamic influence of family systems relative to the education of students with disabilities.
 12. Evaluate the dynamic influence of culture and environmental settings relative to the education of students with disabilities.
 13. Consider ethical considerations for the treatment of all children within the context of professional standards of practice.
 14. Recognize child abuse and implement research-based interventions to address abusive and traumatic situations.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Texts

Hallahan, D. P., Kauffman, J. M., & Pullen P. C. (2019). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

BlackBoard course site

Additional Readings

Additional readings may be assigned by the instructor and will be available on the BlackBoard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 501, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**
NONE

**College Wide Common Assessment
(VIA submission required)**

The required college-wide common assessment in EDSE 501 is the dispositions self-assessment. Towards the beginning of their licensure programs, all teacher candidates complete a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. The self-assessment will be an online survey, which can be accessed via the Assessments page of the course Blackboard site; see your course syllabus for more information on when this self-assessment will be due.

The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that teacher candidates at the beginning of their programs may not rate themselves as proficient or highly proficient in all areas, as they may not have had opportunities to demonstrate those skills; as such, the initial self-assessment of dispositions is an opportunity for you to (a) learn about professional dispositions, (b) engage in reflection on your dispositions, and (c) identify opportunities for future growth. In addition to this initial self-rating in EDSE 501, your dispositions will also be assessed at least 2 other times during your program: a mid-point self-rating during a designated course (EDSE 627, EDSE 661, and EDSE 616) and an instructor-rated evaluation by a university supervisor during internship (EDSE 783, EDSE 784, and EDSE 785). In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>.

Other Assignments

- **Beyond the Modules Activities.** During Week 1 of the course, there are two Beyond the Modules Activities (Child Abuse Recognition Training and Dyslexia Awareness Module), which are both required for a passing grade in the course. During week 12 there is a third beyond the module activity.
 - Child Abuse Module: All students must complete the online child abuse

recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html. This is a mandatory requirement and you will not pass the class without completing this assignment.

- Dyslexia Awareness Module: As of July 1, 2017, every person seeking initial licensure or renewal of a license in VA is required to complete awareness training, provided by the VA Department of Education, on the indicators of dyslexia as well as the evidence-based interventions and accommodations for dyslexia. Therefore, all students taking this Introduction to Special Education course must complete the online Dyslexia Awareness Module available at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. This is a mandatory requirement, and you will not pass the class without completing this assignment.
- **Module Activities.** This course is set up in module form. Each module is focused on a 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. The following is a brief summary of the module activities. Detailed instructions and grading rubrics are available on the course BlackBoard site.
 - **Reading Checks.** 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.
 - **Module Self Reflection.** There is also a reflection paper for each module. You will read statements about special education topics and write a written reflection. You will analyze, judge, and apply module content within your reflections.
- **Module Assignments:**
 - Modules 1 and 4 require students to write individual APA-style papers.
 - The paper in Module 1 is a personal philosophy statement. You are also required to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper.
 - The Module 4 assignment is the final paper of the course. You will likely use information from the other module assignments to inform the 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 based on course activities. (See the appendix for a detailed description of the final paper and BlackBoard for additional details/resources.)
 - 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 module's focus.

Assignment Summary

Beyond the Module Activities <ul style="list-style-type: none"> Dyslexia Awareness Training Child Abuse Awareness Training Week 13 Enrichment Activity 	Required for a passing grade in the course (35, 35, 30 points each) 100 points
Reading Checks	(25 points each) 400 points
Module Self Reflections	(25 points each) 100 points
Module 1 Assignment	100 points
Module 2 Assignment	75 points
Module 3 Assignment	75 points
Module 4 Assignment	150 points This assignment is mandatory and must be submitted regardless of points earned prior to this assignment.
Total Points	1000 points

Course Policies and Expectations

Attendance/Participation

All coursework will be online in an asynchronous format. There will be no face-to-face meetings. However, engagement with all elements provided in each module and timely participation in interactive opportunities is expected. Students should expect to budget 12 hours per week to complete assignments.

Late Work

All assignments must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (10% per day). Work will not be accepted after three days past the due date. In recognition that unexpected events come up in everyone's life, each student will have one 'free pass' for the semester to submit one assignment no later than one week past the due date. Students must inform the instructor before the due date that they are using their 'free pass.' The 'free pass' may not be used for the Module 4 Final Paper.

Written Work

It is expected that all written work will be formatted according to APA standards. Students are expected to demonstrate academic integrity by correctly citing sources. Evidence of plagiarism in a paper will result in a zero on that assignment.

Written work should be free of errors in spelling, grammar, and punctuation. Work with excessive errors will be returned to the student for revision and resubmission with a 15% point deduction.

Grading

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 69% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Week	Topics	Deliverables	Module Dates
	Complete all readings and activities listed on BlackBoard for each topic		Submit to BlackBoard by 11:59 pm ET

Week 1	<p><i>Course Overview</i></p> <p>1. Review the syllabus and BlackBoard site and make sure you have ordered the required textbook</p> <p><i>Beyond the Modules</i></p> <p>2. Complete the Child Abuse Recognition Training</p> <p>3. Complete the Dyslexia Awareness Module</p>	<p>1. Child Abuse Recognition Training</p> <p>2. Dyslexia Awareness Module</p>	<p>All week 1 activities due 1/31</p> <p>These activities are required for a passing grade in the course</p>
Week 2	<p><i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i></p> <p>Lesson 1: History of Special Education and Disability</p> <p>Lesson 2: Legislation</p>	<p>1. Lesson 1 Reading Check</p> <p>2. Lesson 2 Reading Check</p>	<p>All week 2 activities due 2/7</p>
Week 3	<p><i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i></p> <p>Lesson 3: Issues and Services</p>	<p>1. Lesson 3 Reading Check</p> <p>2. Module 1 Assignment</p> <p>3. Self-Reflection 1</p>	<p>All week 3 activities due 2/14</p>
Week 4	<p><i>Module 2: Higher Incidence Disabilities</i></p> <p>Lesson 1: Students with Intellectual Disabilities</p> <p>Lesson 2: Students with Learning Disabilities</p>	<p>1. Lesson 1 Reading Check</p> <p>2. Lesson 2 Reading Check</p>	<p>All week 4 activities due 2/21</p>
Week 5	<p><i>Module 2: Higher Incidence Disabilities</i></p> <p>Lesson 3: Students with Speech/Language Impairments</p> <p>Lesson 4: Students with Emotional/Behavioral Disorders</p>	<p>1. Lesson 3 Reading Check</p> <p>2. Lesson 4 Reading Check</p>	<p>All week 5 activities due 2/28</p>
Week 6	<p><i>Module 2: Higher Incidence Disabilities</i></p> <p>Lesson 5: Students with Autism Spectrum Disorders</p>	<p>1. Lesson 5 Reading Check</p> <p>2. Module 2 Assignment</p> <p>3. Self-Reflection 2</p>	<p>All week 6 activities due 3/7</p>

Week 7			Nothing due this week – Spring Break
Week 8	<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	All week 8 activities due 3/21
Week 9	<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	All week 9 activities due 3/28
Week 10	<i>Module 3: Lower Incidence Disabilities</i> Lesson 5: Students with Orthopedic Impairments	1. Lesson 5 Reading Check 2. Module 3 Assignment 3. Self-Reflection 3	All week 10 activities due 4/4
Week 11	<i>Module 4: Giftedness, Collaboration, and Looking to the Future</i> Lesson 1: Students with Special Gifts and Talents Lesson 2: Parents and Families	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	All week 11 activities due 4/11
Week 12	<i>Module 4: Giftedness, Collaboration, and Looking to the Future</i> Lesson 3: The Future of Special Education	1. Lesson 3 Reading Check 2. Self-Reflection 2	All week 12 activities due 4/18
Week 13	<i>Beyond the Modules</i> Choose your own enrichment	Pick at least ONE lesson from BlackBoard Week 13 folder to complete	All week 13 activities due 4/25
Week 14	Final Paper: Use feedback from all previous module activities and assignments to write the final paper		Nothing due this week (5/2) – working week

Week 15	Complete and submit the Module 4 Assignment (Final Paper)	Module 4 Assignment – Final Paper	Module 4 Assignment – Final Paper due 5/9
Week 16	1. Complete the course evaluation 2. Complete the Self-Rated Dispositions Assessment (in Assessment Tab)	Course evaluation (link will be posted on BlackBoard)	

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-confidential Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

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 five areas 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.

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.

Your paper must address the following areas:

A. Disability Characteristics	What are some characteristics of the disability, for example: <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	How does the disability affect learning? For example: <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?

<p>C. Lifespan Issues (including the impact on individual and family)</p>	<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? <p>What is the impact of the disability on family? For example:</p> <ul style="list-style-type: none"> • 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?
<p>D. Similarities and Differences to Other Disabilities</p>	<p>How is this disability similar to and different from 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>
<p>E. Information Synthesis</p>	<p>Integrate what was learned through independent learning activities (e.g., IRIS modules, exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings) to demonstrate knowledge about learners with disabilities.</p> <ul style="list-style-type: none"> • What are the key takeaways for this paper? • How do you tie all the ideas you presented throughout this paper together?

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 highly 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.

<p>Final Paper Requirements</p>	<p>Possible Points</p>
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<p>Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.</p>	25
<p>Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.</p>	25
<p>Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.</p>	25
<p>Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with 2 other disabilities (or disability categories: mild, severe, or sensory).</p>	25
<p>Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (e.g., IRIS modules, exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).</p>	40
<p>APA Style Writing is clear and easy to understand. There are no grammar errors/typos. References are correctly cited in APA format.</p>	10
<p>Total Points</p>	150