College of Education and Human Development

EDSE 501 Introduction to Special Education
Summer 2012 Online Course (Section 6F2)

Instructor: Margaret (Peggy) Weiss   **Meeting Dates:** 7/2/2012, online through 8/27
Phone: 703.993.5732   **Class Location**: Fairfax Ridge
Email: mweiss9@gmu.edu   **Meeting Time**: 4:30-8:30

Course Overview

Course Description
Survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe. Includes the impact of disabilities on academic, social, and emotional performances. This course requires a field experience.

Prerequisites
 None

Student Outcomes
Upon completion of this course, students will be able to:
- Describe how educators and other professionals determine the difference between "normal" and "atypical" behaviors.
- Describe the legal and historical development of the field of special education.
- Describe various theoretical models and perspectives in the field of special education.
- Describe research in etiological factors associated with all disability areas.
- Describe social, cognitive, intellectual, and academic characteristics associated with all disability areas.
- Describe historical points of view and contribution of culturally diverse groups to the field of special education.
- Describe the role of families in the educational process.
- Describe past, present, and future models of assessment and intervention, including technological advances.
- Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.

Relationship of Course to Program Goals and Professional Organizations
EDSE 501 is part of the College of Education and Human Development, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special educational professional organization in the

United States. As such, the curriculum for the course includes competencies for teaching students with disabilities in kindergarten through grade 12. The CEC Core Standards are listed on http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

George Mason College of Education and Human Development
Graduate School Of Education Statements Of Student Responsibilities

- Students must adhere to the guidelines of the George Mason University Honor Code [Please review http://academicintegrity.gmu.edu/honorcode/].
- Students are expected to exhibit professional behavior and dispositions at all times [Please review http://www.gse.gmu.edu/facultystaffres/profdisp.htm].
- Students must follow the university policy for Responsible Use of Computing [Please review http://universitypolicy.gmu.edu/1301gen.html].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]. If you need accommodations in this course, please contact me as soon as possible at the beginning of the semester.
- Students are responsible for the content of university communications (including but not limited to communication related to this course) sent to their George Mason University email account and *are required to activate their account and check it regularly*. All communication from the university, college, school, program, and instructor will be sent to students solely through their Mason email account.
- Students must use the Blackboard Learning Environment for all course materials and assignments. Students must complete all assignments as directed. Questions should be directed to the instructor, not to other students.
- Students must follow the university policy stating that all sound emitting devices (including cell phones) shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g. individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

The George Mason University Writing Center staff provides a variety of resources and services (e.g. tutoring, workshops, writing grades, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

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/

Course Participation and Technology

Attendance Policy and Time Commitment
Attendance at the first face-to-face meeting on July 2 is mandatory. All other instruction takes place online through Mason's Blackboard environment. You are required to log in to establish

your Mason email account and log in to Blackboard within the first week of the course. If you do not receive login information in that time, you must notify your instructor.

This is a 3-credit graduate level course. Traditional 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. This course includes the same amount of content as a 15-week course in an 8-week timeframe. As you budget your time for the course, keep in mind the importance of allotting an appropriate amount of time for course preparation, reading assignments, small group interaction, and long-term projects. All work for the course must be completed by the end date given in the Course Schedule.

Participation and Completing Work Online
This is both an interactive and independent course that requires a high level of self-direction, communication, and problem solving on your part. I expect you to learn in collaboration with one another, and I expect to learn from you as well. You must consistently communicate and interact with your classmates and your instructor so that you may provide constructive clarity and insights. If you will be away from computer access for more than three (3) days, please notify your instructor. You are responsible for all communication that occurs during your time away.

Participation Requirements and Technical Support
This course requires you to work in an online environment. Therefore, you must have a working computer and access to the Internet at all times. Computer malfunctions and other technology problems are your responsibility and must be resolved by you in a timely fashion.

If you need technical assistance for gaining access to Mason's Blackboard page or your Mason email, contact ITU Support at
703-993-8870
support@gmu.edu
http://itservices.gmu.edu/

If you need technical assistance with Blackboard, please contact the Blackboard support line at 703-993-8870. If you are having trouble finding something, direct your questions to me.

TaskStream
Every student registered for any EDSE course as of the Fall 2007 semester is required to submit assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/taskstream.

For this course, students must post the Certificate of Completion of the Virginia Department of Education Child Abuse Recognition program (more about that in the Assignments section). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the semester, the grade becomes an F.

Course Policies

Course Content and Nature of Course Delivery
All course content is contained in the Blackboard Learning Environment, as described in our face-to-face meeting. All Module material will be available to students throughout the course. It is recommended that you work through the course in sequential order of Modules and lessons. Learning activities include the following:

- Lecture, discussion, and cooperative group work.
- Media presentations.
- Study and independent library research.
- Application activities, including evaluation of informational sources related to disabilities.

Any questions about content or where to find something should be directed to me.

Communication
The best way to contact me is through email. There is a Send Email icon on the left navigation bar in our course. My email (as well as the emails of your classmates) is located here. I check my email at least once a day on weekdays and more frequently on the days before assignments are due. I will respond to emails within 24 hours, if not sooner, on weekdays.

Evaluation
Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module and also under the Course Syllabus link on the left side navigation bar. Grades for most reading checks will be available immediately after you finish and will post to the Grade Center (My Grades in the left side navigation bar). For Module assignments (and some reading checks), I will grade the assignment and post the score you earned and my comments to Grade Center. You can read the comments by clicking on the grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

Late Work
ALL assignments are due by midnight on the final day of the course. No late work will be accepted. As indicated in the Course Pacing Guide, I will grade all posted Module assignments on dates throughout the semester. These are not required due dates; however, if you would like to make sure you know how you are doing on the Module Assignments and in the course before the final due date, you may post assignments by these dates and they will be evaluated.

Written Work
All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association* (6th ed.). The citation for this manual is included in the section entitled, Course Specifics. This is also termed "APA Style." For an online resource, see www.apastyle.org. Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed in Module 4 at the least), and reference pages.

Course Text, Grading, and Assignments

Please note: This syllabus is subject to change. Students will be advised of any changes immediately through George Mason email and through Course Announcements.

Required Text
Hallahan, D., Kauffman, J., & Pullen, P. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston, MA: Allyn & Bacon. (ISBN-13: 9780137033706 ISBN-10: 0137033702)

Highly Recommended
Publication Manual of the American Psychological Association, 6th Ed. (2009). Washington, DC: American Psychological Association. (See the Course Welcome section of the site for an online APA Style resource from APA.)

Evaluation
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 and a module assignment. Each lesson includes a lecture, video or media component, and a reading check. The course point breakdown is:

Item	Points each	Total
Reading checks	25	400
Module 1 Assignment	150	
Module 2 Assignment	150	
Module 3 Assignment	150	
Module 4 Assignment	150	
		600
Child Abuse training	REQUIRED	
TOTAL POINTS FOR COURSE		1000

Grading Scale

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

It is recommended that students retain electronic copies of all course products to document their progress through the GSE ED/LD program.

Child Abuse Training Module
All students must complete the online Child Abuse Recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html. If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to TaskStream.

This is a mandatory requirement and you will not pass the class without completing this assignment. The Certificate of Completion will need to be posted to your TaskStream account in order to receive your final grade in the course.

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 not use any materials such as books or notes to help you complete these checks but you may take each one multiple times.

Module Assignments (Appendices A and B provide complete descriptions)

Module assignments are a combination of independent and group work. 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. At the end of the course, you will review this statement and make any revisions you find necessary. In Module 4, students must choose a topic related to special education, research the topic, and write about it.

Assignments for Modules 2 and 3 are slightly different. At the beginning of the course, you will be randomly assigned to a disability group. Within your group, you will communicate using the Discussion Board so that each person completes his Module assignment worksheets with unique information. Once you have completed your worksheets, you will post them to your disability area Wiki. After completing the Module assignment, each person will choose a DIFFERENT disability area Wiki, read over the postings, and comment on the group information provided. Each comment should be posted to the group comment Wiki and include how the information related to at least one aspect of the Module.

Course Pacing Guide/Schedule

Date	Topic	Material
7/2	FACE TO FACE MEETING Introductions, Blackboard overview	Child Abuse Training Certificate posted to TaskStream
7/13	*Module 1: History of special education and disability, legislation, and issues and services* Lesson 1: History of special education and disability Lesson 2: Legislation Lesson 3: Issues and services	All reading checks and Module 1 assignment completed—GRADING POINT 1
7/28	*Module 2: Higher incidence disabilities* 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	All reading checks complete. Module 2 worksheets posted for comment in disability Wiki.
7/30		Comments for Module 2 complete—GRADING POINT 2
8/14	*Module 3: Lower incidence disabilities* 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	All reading checks complete. Module 3 worksheets posted for comment in disability Wiki.
8/16		Comments for Module 3 complete—GRADING POINT 3
8/27	*Module 4: Issues and Collaborations* Lesson 1: Students with special gifts and talents Lesson 2: Parents and families Lesson 3: The future of special education	FINAL DUE DATE All Course Material should be completed Revisions to Philosophy statement posted to Journal (as separate entry) Course evaluation completed—GRADING POINT 4

CEC Standards Addressed
Standard 1 - Foundations
<u>Knowledge</u>
- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavioral management planning and implementation.
- Relationship of special education to the organization and function educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools an the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

<u>Skill</u>
- Articulate a personal philosophy of special education.

Standard 2 - Development and Characteristics of Learners
<u>Knowledge</u>
- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences
<u>Knowledge</u>
- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Appendix A
Assignment Descriptions

Module 1 Assignment
Given your previous experiences and the material you have read, write at least a two-page description of your personal philosophy of special education, citing any sources you use. In addition, choose two activities from the list below to complete. Write a summary of each activity and its effect on your philosophy (if any).

For the philosophy statement, address the following questions (and any others you feel necessary) in a narrative format:

Part one: My Ideas about special education
- What is a disability?
- How should a disability be handled in/by society?
- How should students with disabilities be treated in schools, colleges, and the workplace?
- What should the education of students with disabilities look like?
- What ethical considerations must I face as a special educator?
- Include a rationale for your ideas. This should be an honest description of your ideas at this moment in time.

Part two: My Ideas about my role as an educator
- Who are the students I serve? Will I serve students with disabilities?
- How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?
- What are some barriers to meeting these unique needs?
- What is one goal for myself related to this course?

Part three: Summary of activities and their effect on your philosophy (choose 2 of the following; observations should be at least 1 hour each)
- Observe relevant school settings
- Observe relevant community settings
- Shadow/interview an individual in a position of interest to you (e.g., Interpreter, teacher, audiologist, counselor, physical therapist, etc.)
- Interview a person with a disability
- Interview a sibling of a person with a disability
- Interview a parent of a person with a disability
- Interview the entire family of an exceptional learner
- Conduct an accessibility assessment
- Attend a relevant information presentation

Post your paper to your Blackboard journal. This is a private posting. Only you and I will be able to see what you have posted. Please be as honest and reflective as possible. You will review this Journal again at the end of the course.

Module 2 and 3 Assignments
1. You will be assigned a disability area and group.
2. For the disability area you are assigned, provide for the group:
    a. Information about (and critique of) one professional or parent organization related to your assigned disability area.
    b. Information about (and critique of) one website related to your assigned disability area.
    c. A summary of (and reflection on) one peer-reviewed journal article that describes a study including students with your assigned disability area.
    d. A summary of (and reflection on) one article, news item, advertisement, or video in the popular press that shows or refers to a person with your assigned disability.
3. All of the above will be completed using the worksheets found in Appendix B. There is one worksheet (with directions) for each of the components, a-d. You will communicate via Discussion Board posting with the other members of your group to verify that your information is unique (i.e., you review a different professional group than all other members).
4. When you have finished all of the components of this assignment for your disability area, put all of your worksheets together into one document. Post the document to your disability group Wiki, using the title "Final Module 2 Assignment *your name*."
5. Once you have posted your worksheets, you must choose another disability area. Read your classmates' postings. Alternatively, you may choose to read one posting from each disability area.
6. Citing at least two specific worksheets, prepare a reflection on the postings you read and post it to the Comment wiki with the title, "Comments on *disability area your name*."

Module 4 Assignment
Choose one of the topics listed below or request approval of another topic from your instructor. When you have chosen your topic:
1. Find at least three different sources of information about the topic, including websites, professional organizations, popular press articles, and/or journal articles.
2. Using those sources and any others you feel are relevant, Write a two to three page paper that includes:
    - a definition or description of the topic,
    - what the issues are about the topic, and
    - your position on those specific issues.

Write the summary in APA style, paying attention to citing your sources and person-first language. Post to the Module 4 assignment Wiki by the final Module due date.
    Response to Intervention
    Inclusion (be sure to define exactly what you are talking about here)
    Co-teaching
    No Child Left Behind (or Elementary and Secondary Education Act)
    Standards-based IEPs
    Standards-based assessments (be specific in your definition and discussion)
    Working with students and/or parents from culturally and linguistically diverse backgrounds

Appendix B
Frameworks for Assignments

Directions for Finding an Organization
Module Assignment Component A

The first part of your module assignment requires you to find an organization related to your assigned disability area. You can usually find organizations by doing a web search with the terms "organization" and the name of your disability area. Finding an organization is different from finding a website related to a disability area. For example, TeachingLD.org is a website related to learning disabilities. It is sponsored by the Division for Learning Disabilities (DLD) of the Council for Exceptional Children. You can find information about DLD in the "About Us" section of the website. For the purpose of this component of the assignment, you would be gathering information about DLD, not about the website, TeachingLD.org.

In addition to doing a wide open search of the web, you could begin by going to the website of the Council for Exceptional Children (CEC; cec.sped.org). This is a professional organization that has independent subdivisions related to almost every disability category. CEC works within the disability field in all areas, including advocacy, legislation, professional development, teacher education, and parent information. You can find a tremendous amount of information about the field of special education at CEC's website.

Once you have found an organization that interests you, post the organization name to your group's Discussion Board and complete the questions in the table on the next page. The completed table should be part of the document you post to your group Wiki. The table is what will be graded for this assignment.

Finding an Organization	
Item	**Information**
Student Name	
Disability area of focus	
Name of organization related to disability	
Website of organization (if available)	
Mission statement of the organization	
How is the organization funded?	
Who is the target audience of the organization?	
What does the organization do?	
Would you recommend this organization to the target audience? Why or why not?	
Other comments about the organization	

Directions for Finding a Website
Module Assignment Component B

The second part of your module assignment requires you to find a website related to your assigned disability area. You can usually find websites by doing a web search with the name of your assigned disability area. Once you find the website, you will need to burrow down into its information to find some of the items such as what organization sponsors the site or how it is funded. If you are having a difficult time finding a website, you might try going back to the organization you found in the first component of the assignment and looking for links that may be provided.

Once you have found a website that interests you and is related to your assigned disability area, post the website name to your group's Discussion Board and complete the questions in the table on the next page. The completed table should be part of the document you post to your group wiki. The table is what will be graded for this assignment.

Finding a website	
Item	**Information**
Student Name	
Disability area of focus	
Title of website	
URL	
Purpose of website (as stated on website)	
What group sponsors the website? What information does the website give about that group?	
Who is the target audience of the website?	
What information does the website provide for users?	
Does the website provide any information about where it gets its information or whether it is research-based? If so, what?	
Would you recommend this website to a colleague, parent, or student? Why or why not?	
Other comments or questions you have about the website	

Directions for Finding a Study
Module Assignment Component C

The third part of your module assignment requires you to find a study that includes students with your assigned disability. The best way to find a peer-reviewed study is to use the George Mason library databases.
1. Go to the library homepage at http://library.gmu.edu/
2. Click on the "Databases" tab.
3. In addition to general search engines such as Academic Search Premier, there are two education-specific databases that you should be familiar with: ERIC and PsycInfo. You can choose either of these from the alphabetical list of databases.
4. Once you choose a database, you will have to sign in to gain access. Use your Mason username and password.
5. Once you have signed in, you will get a search box that has many options. You can use terms such as your assigned disability area, a content area in which you are interested, or whatever term you think will help you find a study. Be sure to check the box that says "peer reviewed" or "peer-reviewed journals only." That means the articles that you find will have already gone through a review process and they are not posted just because someone felt like they wanted to post them!
6. It is best to try to find a study that has been published in the last five years. If your search is not successful, Mason has some great resources for help. Just look at the "Get Help" section of the library homepage. If all else fails, contact your instructor.
7. To make sure the article you find is a study, read through the abstract first. You should try to determine if the authors described "participants" or "results." If there is no mention of participants and results, you might have an opinion article or a review of some type. If you cannot get enough information from the abstract, look through the article quickly. If you find sections titled, Methods and Results, you probably have a study.

Once you have found a study article that interests you and is related to your assigned disability area, post your study's title to your group Discussion Board and you must determine the type of research it is in order to determine the correct questions to answer in the attached worksheet.

There are three basic types of research studies you will probably find. They are:
1. Descriptive research—This type of research attempts to report things as they are and does not try to intervene. The study may include interviews, observations, or questionnaires.
2. Group intervention research—This type of research includes a control group and an experimental group. Each group has probably more than 25 or 30 participants. The researchers actually do (or have someone do) something to the experimental group, such as teach them in a different way or teach them something different from the control group. In this case, the "something different" is the independent variable and the "what the researchers measured" is the dependent variable.
3. Single subject research—In many cases, special education research is conducted on smaller groups of students, most times less than 10. In these cases, student results are usually graphed and are evaluated by how they changed. You will still have a dependent (measured) variable and an independent (what the researchers or others did for these students) variable.

4. Once you have determined the type of study you have, proceed to the worksheet to answer the questions posed. If your study is a review of previous research on a topic, please contact your instructor for how to proceed.

Student Name	
Citation (in APA format)	
Research Questions (What questions were the researchers trying to answer; usually stated at the end of the introduction)	
Type of Research (Descriptive, Group experimental, single subject)	
Participants (who participated in the study; this should include students with your assigned disability and perhaps peers—just describe the individuals involved)	
Independent variable— *(Skip this for descriptive studies)* (This is what the researchers did with or provided to the experimental group [or the subject in a single subject design]. Essentially, it's what made the experimental group different from the control group. If you do not have these two groups, do not complete this column.)	
Dependent variables— (This is essentially what the researchers measured. If you have an experimental study, what tests or measures did the researchers use to compare the experimental and control groups? If you have a descriptive study, what data did the researchers collect—observation, interview, questionnaire?)	
Method (A brief description of how the researchers did the study. For example, the experimental group received 50mins of	

reading comprehension instruction daily for 10 weeks. Scores on a reading test were compared before the instruction (pre) and after the instruction (post)).	
Results (What happened in the study? If it was experimental, did the experimental group outperform the control group? Don't worry about statistics— just results. If it was a descriptive study, what did they describe as findings?)	
Your Thoughts (What did you think the results indicated? How do you think it translates to or informs practice?)	

Directions for Finding a Popular Press Article
Module Assignment Component D

The final part of your module assignment requires you to find a popular press article related to your assigned disability area. "Popular press" means any media source that is not a professional journal. This could be The Washington Post, People magazine, Glamour, YouTube, etc. If the article is published online, that is fine as long as you can determine the source of the article. The focus of the article should be some aspect of your assigned disability area. This could mean, for example, including a person with your assigned disability, describing an issue related to your assigned disability area, or reporting about a caretaker of someone with your assigned disability.

Once you have found an article that interests you and is related to your assigned disability area, post the title of the article to your group Discussion Board and complete the questions in the table on the next page. The completed table will be part of the document you post to your group wiki. The table is what will be graded for this assignment.

Student Name	
Citation (Source, date, author, title)	
Type of media	
Author's stated (or implicit) purpose of the article	
Summary of the article	
How does the author portray people with disabilities?	
What are the underlying assumptions about disability that the author makes? Describe.	
Does the author provide information about sources or data for the article?	
What is your overall impression of the article? Is it a good information source for people who may not know much about disabilities?	
Would you recommend this article to someone? If so, to whom? If not, why not?	

Technology Guide

EMAIL ACCOUNT

BLACKBOARD

TASKSTREAM

Use for all course communication; Required for Blackboard access

Contains all course material

Electronic portfolio for all Education students

1. You will receive an email from Mason with login information.
2. You can set preferences to forward to another account

MUST BE CHECKED AT LEAST WEEKLY

If difficulties, contact IT Support
703-993-8870
support@gmu.edu
itservices.gmu.edu

Getting started guide at
http:// masonlive.gmu.edu/ gettingstarted.html

1. Uses your email login as login information
2. mymason.gmu.edu Courses tab at top. Click on EDSE 501 6F2

If difficulties with program, contact Blackboard support mymason.gmu.edu, click on Help (far right corner)

1. You will receive an email with login information.
2. See first time login information and support at
http://gse.gmu.edu/ programs/sped/ taskstream
(bottom of page)
3. Post Child Abuse certificate by end of course