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

Summer 2017
EDSE 501 A01: Introduction to Special Education
CRN: 40250, 3 – Credits

Instructor: Dr. Sarah Nagro	**Meeting Dates**: 5/22/2017 – 6/24/2017
Phone: 703-993-1747	**Meeting Day(s)**: Asynchronous
E-Mail: snagro@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: by appointment	**Meeting Location**: Online
Office Location: Finley Building, 222	**Other Phone**: 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. Note: School-based field experience required.

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 and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/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 May 22nd and finish on June 24th.

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 three times per week**. In addition, students must log-in to upload all assignments on or before the due dates.

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., (2014). Exceptional Learners: An introduction to special education, 13th 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 Module Assignment (or 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)

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.

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 not take each reading check more than twice.

Course Policies and Expectations:

Attendance/Participation
N/A Online Open May 22 – June 24, 2017

Late Work
All work for the course is due no later than 11:59pm on Saturday June 24, 2017
No work will be accepted after that time!

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%

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		100
Module 3 Assignment		100
Module 4 Assignment		150 (final paper is 50 of 150 points)
Professionalism Points • Professional Child Abuse training • Dyslexia Awareness Module • Self-Evaluation Survey before and after the course		REQUIRED for a passing grade in the course (50 points for completion of all)
TOTAL POINTS FOR COURSE		1000

Module Assignments (combination of independent and group work)
➢ **Modules 1 and 4** require students to write two to four page papers individually.
  a) 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.
  b) In Module 4, you must choose a topic related to special education, research the topic, and write about it.
➢ **Modules 2 and 3** are slightly different. At the beginning of the course, you will choose a disability group based on open slots within each group.
  a) Within your group, you will communicate using the Discussion Board so that each person completes his/her Module assignment worksheets with unique information.
  b) After completing your worksheets, you will post them to your disability area Wiki.
  c) 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.
  d) 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 Schedule:

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

Timeframe	Topic:	Deliverables:
Week 1 (Starts on May 22nd)	Course Overview 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook 2. Complete the self-evaluation module to assess your current level of understanding of key components of this course. (we will revisit this self-evaluation at the end of the course so you can note your growth) 3. Complete both the Child Abuse Training and Dyslexia Awareness Module per Virginia state regulations by clicking the links to the right	• Child Abuse Training Certificate posted to Tk20 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 • Self-Evaluation Module (see blackboard assignments tab) All completed by Sunday, May 28th at 11:59 pm

Week 2 (Starts on May 29th)	*Module 1: History of Special Education, Disability, Legislation, Issues, and Services*
	    Lesson 1: History of Special Education and Disability
	    Lesson 2: Legislation
	    Lesson 3: Issues and Services
		• All reading checks completed by Sunday, June 4th at 11:59 pm
		• Module 1 assignment completed by Sunday, June 4th at 11:59 pm
		• Self-Reflection 1 completed after Module 1 before Module 2

Week 3 (Starts on June 5th)	*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 completed by Sunday, June 11th at 11:59 pm
		• Module 2 worksheets posted for comment in disability Wiki completed by Friday, June 9th at 11:59 pm
		• Comments for Module 2 completed by Sunday, June 11th at 11:59 pm
		• Self-Reflection 2 completed after Module 2 before Module 3

Week 4 (Starts on June 12th)	*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 completed by Sunday, June 18th at 11:59 pm
		• Module 3 worksheets posted for comment in disability Wiki completed by Friday, June 16th at 11:59 pm
		• Comments for Module 3 completed by Sunday, June 18th at 11:59 pm
		• Self-Reflection 3 completed after Module 3 before Module 4

Week 5 (Starts on June 19th)	*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
	Course Wrap-up:
	    1. Use feedback from previous Module Assignments to write the final paper
	    2. Complete the end of semester self-evaluation to note professional/personal growth due to the course
	
	Smile and enjoy summer!
		• Reading checks for Module 3 completed on or before Saturday, June 24th at 11:59 pm
		• Module 4 Assignment (Final Paper) completed on or before Saturday, June 24th at 11:59 pm
		• Course evaluation completed on or before Saturday, June 24th at 11:59 pm
		• Self-Reflection 4 completed after Module 4 before final self-evaluation
		• Self-Evaluation Module (see blackboard assignments tab) completed after all other course activities on or before Saturday, June 24th at 11:59 pm

*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 <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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 http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The 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/) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.
- For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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	What are some characteristics of the disability, for example: • What is its prevalence? Is it a high- or low- incidence disability? • How is it diagnosed? • Are physical/medical issues associated with this disability? • Are there social or behavioral implications associated with this disability?
B. Learning Needs	How does the disability affect learning? For example: • What areas of learning might be impacted by this disability? • What teaching strategies might benefit learners with this disability? • What IEP considerations might be needed? • What accommodations might students with this disability need? • Where might a student with this disability receive services? (Think LRE.) • What skills will teachers need to work with students who have this disability?
C. Lifespan Issues (including Impact on Individual and Family)	How does having this disability impact an individual? For example: • What are 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	How is this disability similar and different to other disabilities (or other disability areas)? For example: • Is there a difference in the prevalence of the chosen disabilities? • What are differences in possible school placements for students with the selected disabilities? • What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities? **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).
E. Appendices	In addition, you should provide the following artifacts within an appendix: 1) Your response to the required IRIS module- Perceptions of Disability 2) Evidence of your chosen field experience. • This might include notes from an interview, drawings/notes from a classroom observation, responses to a relevant IRIS module (other than Perceptions of Disability), etc. 3) Evidence of completion of at least one exploratory activity related to how disability is portrayed in the media (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.
    - o 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.
    - o 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.
    - o You can also come up with an alternative format of your choice.

Grading Rubric

Final Paper Requirements	Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	**/10**
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	**/10**
Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	**/10**
Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with 2 other disabilities (or disability categories: mild, severe, or sensory).	**/10**
Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings). **Corresponding Artifacts are attached as an appendix	**/5**
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	**/5**
Total Points	**/50**