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

Spring 2017
EDSE 501 6S3: Introduction to Special Education
CRN: 23860, 3 – Credits

Instructor: Ms. Deborah Dupree	**Meeting Dates**: 03/13/17 – 05/01/17
Phone: 703-307-9173 (cell)	**Meeting Day(s)**: Asynchronous
E-Mail: ddupree@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By request	**Meeting Location**: Internet
Office Location: Telephone conference	**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.

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None
Co-requisite(s): None

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
This is an on-line class with specific activity comlpletion dates identified in this syllabus. Learning activities include the following:
1. Class lecture (embedded in the online course) and discussion boards
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using 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 March 13, 2017.

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 Monday and finish on Sunday.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

1. Describe how educators and other professionals determine the difference between "normal" and "atypical" behaviors.
2. Describe the legal and historical development of the field of special education.
3. Describe various theoretical models and perspectives in the field of special education.
4. Describe research in etiological factors associated with all disability areas.
5. Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
6. Describe historical points of view and contribution of culturally diverse groups to the field of special education.
7. Describe the role of families in the educational process.
8. Describe past, present, and future models of assessment and intervention, including use of innovative technology.
9. Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
10. Examine ethical considerations for the treatment of all children.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. 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

Recommended Textbooks
American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 Abuse/Neglect Certificate and 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
> **Performance-based Assessment (Tk20 submission required)**
> Students must submit the Module 4 paper, described in Blacbkboard to Tk20 as described above.
>
> **College Wide Common Assessment (Tk20 submission required)**
>
> **Performance-based Common Assignments (No Tk20 submission required.)**

Performance-based Assessment (Tk20 submission required)
    ● Child and Abuse Reporting Module (also required for licensure; Blackboard submission)
        o Course members are to complete the online Child Abuse Recognition training module available at
http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html

        If you have already completed the training module, you will post your certificate (or evidence of completion on your teaching license) to Blackboard.
    ● Learners with Disabilities Final Paper (Blackboard and Tk20 submission)
        o The final Module 4 paper is the required performance-based assessment for EDSE 501. You must upload this final paper to the Assignments tab AND Tk20 link in the Assessments tab in our Blackboard course. More information is available in the course Blackboard site under Module 4 and under Assignments. You will not receive a grade in the course until your Module 4 final paper is uploaded to Tk20.

Other Assignments

Assignment	Points Per Assignment	Total Points
Reading Checks (16)	25	400
Module Assignments (4)	150	600
Beyond the Module Activities	100	100
		1,100

● Reading Checks (16 at 25 points each/400 points)

o 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 (4 at 150 points each/600 points; all directions and rubrics posted in Blackboard). Module assignments are a combination of independent and group work.

o The Module 1 paper has two components: (1) a personal philosophy statement, and (2) a summary of two completed activities from a list of school- and community-based options. (Individual assignment)

o The collective assignments for Modules 2 and 3 are slightly different. Once you complete the Module lessons, you will select a disability area from the Module and post your choice to the Discussion Board. (A maximum of 5 students may select any one disability area.)

Once you have completed your worksheets for the Module, you will post them to the Assignments tab and to your disability area's Discussion Board. After posting your worksheets, choose a DIFFERENT disability area Discussion Board, read over the postings, and comment on the group information provided. Each comment should be posted to the Discussion Board and include how the information relates to at least one aspect of the Module.

o In Module 4, students must integrate information from all of their course experiences to write a paper about one disability area. (Individual assignment)

● Beyond the Modules Activities (100 points)

o Responsiveness to emails and posted activities is essential for your success in this course; therefore, points are earned for completion of requested tasks that extend your learning beyond the modules. Examples of the Beyond the Modules include, but are not limited to, the following: (a) Engage with instructor from GMU email, (b) Ask the Instructor Discussion Board, (c) Introductory Discussion Board, (d) Child Abuse/Neglect Recognition Certification posted to Blackboard, (e) Peer Interactions in Discussion Boards, (f) Module 4 paper posted to Tk20, and (g) Feedback Surveys in BB. All of these items are already part of the course (see course schedule). This is your opportunity to earn points for your effort across all components of the course.

Course Policies and Expectations
Attendance/Participation
Students are expected to participate in all online assignments and to complete work in a timely manner. Student participation in discussion boards is expected throughout the course.

Late Work
Due to the compressed nature of this course, students must complete all module reading checks by the dates indicated and submit assignments (papers and discussion board comments) by the indicated dates. No work will be accepted after May 1, 2017.

Grading Scale

Grade	Percentage
A	93-100
A-	90-92
B	83-89
B-	80-82
C	70-79
F	<70

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/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University 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 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

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

Assignment	Date Due	Upload to
Blackboard Course Opens	March 13, 2017	
Introductory Activities	March 20, 2017	Blackboard
Child Abuse and Neglect Certificate	March 27, 2017	Blackboard Assignments Tab
Module 1 Lessons Complete	March 27, 2017	Assignments Tab

Module 2 Assignment Choice	March 30, 2017	Discussion Board
Module 2 lessons complete	April 3, 2017	Blackboard
Module 2 Disability Assignment	April 10, 2017	Blackboard Discussion Board
Midpoint Survey Due	April 17, 2017	Blackboard
Module 3 lessons complete	April 18, 2017	Blackboard
Module 3 Disability Assignment	April 24, 2017	Blackboard Discussion Board
Module 4 lessons complete	May 1, 2017	Blackboard
Module 4 Assignment uploaded	May 1, 2017	Assignments Tab
Module 4 Assignment Tk20	May 1, 2017	Assessments Tab
Final Survey Due	April 30, 2017	Blackboard
Beyond the Modules Activities	Throughout the course	Blackboard

Assessment Rubric(s)
All rubrics will be posted on Blackboard.