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

Summer 2018
EDSE 501 6S1: Introduction to Special Education
CRN: 43151, 3 – Credits

Instructor: Dr. Nicole Conners	**Meeting Dates**: 5/28/2018 – 8/13/2018
Phone: 571-423-4178 (Office)	**Meeting Day(s)**: N/A
E-Mail: naconners@gmu.edu	**Meeting Time(s)**: N/A
Office Hours: By appointment & online	**Meeting Location**: On-line
Office Location: Willow Oaks, FCPS	**Other Phone**: Cell- 703-309-9232

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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

Course Description
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
Learning activities include the following:
1. Class lecture 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 Monday, May 28, 2018.

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).**
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- **To get a list of supported operating systems on different devices see:**
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- **Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.**

- **Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.**

- **The following software plug-ins for PCs and Macs, respectively, are available for free download:**
  - **Adobe Acrobat Reader: https://get.adobe.com/reader/**

- Windows Media Player: https://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 28 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 any 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. Taking an online class requires a lot of discipline and organization with consistent and frequent logins. Be prepared to set a schedule for yourself each week and list all requirements due for that week and/or module.

- **Instructor Support:** Students may schedule a one-on-one face-to-face or online meetings to discuss course requirements, content or other course-related issues. Those unable to come to Willow Oaks Administrative Center (in FCPS) 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. *An online ZOOM introduction will be required for all students within the first or second week of the class to check in with the professor.*

- **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., (2015). 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 <u>Final Paper.</u> 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. Each module will last two weeks.

**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 Course Site (MyMason) Open May 28. 2018 and finishes Monday, August 13, 2018. An online course takes a lot of self-discipline. Please to be proactive in approaching completing all work. Frequent check-ins and work time online are expected. Do not wait to turn in work. Be proactive with your work habits!

Late Work
Work can be turned in early, but all late work will receive a 10% deduction off the resulting grade for each calendar day. (For example, a student will lose 2.5 points or 10% off a 25 point reading check each day the reading check is late. *For example, if a student turned the reading check in one day late and earned a 20 out of 25, their final grade would be 17.5.)*

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
FIRST TWO WEEKS: Beyond The Modules Activities • Professional Child Abuse training (40 points) • Dyslexia Awareness Module (40 points) • ZOOM introduction to the course session meeting (40 points)		REQUIRED for a passing grade in the course (120 points for completion of all) **ZOOM free account set-up:** https://zoom.us/
Reading checks		(25 points each) 400
Module Self-Reflections		(20 points each) 80
Module 1 Assignment (two weeks)		100
Module 2 Assignment (two weeks)		75
Module 3 Assignment (two weeks)		75
Module 4 Assignment		150 (final paper)
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.

In Module 4:

    a. 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.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

	Topic:	Deliverables:	Due Dates
Week 1 & 2 **May 28-June 4** **June 5-June 11**	Course Overview 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook 2. Complete the Child Abuse Training and post certificate in grade center. 3. Complete the Dyslexia Awareness Module and post certificate in grade center. 4. Schedule an individual ZOOM session check-in with your instructor	1. Child Abuse Training Certificate http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html 2. Dyslexia Awareness Module http://www.doe.virginia.gov/teaching/licensure/index.shtml 3. Set up a ZOOM conference time and hold introduction conversation with instructor. Schedule a time. https://www.zoom.us/freesignup/	**All week 1 & 2 activities due: Monday, June 11, 2018 at 11:59 pm.**
Week 3 & 4 **June 12-18** **June 19-25**	**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	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Module 1 assignment 5. Self-Reflection 1	**All week 3 & 4 activities due: Monday, June 25, 2018 at 11:59 pm.**
Week 5 & 6 **June 26-July 2** **July 3-9**	**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	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Lesson 4 Reading Check 5. Lesson 5 Reading Check 6. Module 2 worksheets posted for comment in disability Wiki AND in assignments 7. Comments for Module 2 8. Self-Reflection 2	**All week 5 & 6 activities due: Monday, July 9, 2018 at 11:59 pm.**
Week 7 & 8 **July 10-16** **July 17-23**	**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	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Lesson 4 Reading Check 5. Lesson 5 Reading Check 6. Module 3 worksheets posted for comment in disability Wiki AND in assignments 7. Comments for Module 3	**All week 5 & 6 activities due: Monday, July 23, 2018 at 11:59 pm.**

		8. Self-Reflection 3	
Week 9 & 10 **July 24-30** **July 31-Aug 6**	**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	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Self-Reflection 4	*All week 9 & 10 activities due: Monday, Aug 6, 2018 at 11:59 pm.*
Week 11 **FINAL WEEK OF CLASS** **Aug 7-Aug 13**	**Course Wrap-up:** 1. Final Paper: Use feedback from all previous module activities and assignments to write the final paper 2. Complete the Course evaluation 3. Complete Evaluating Online Learning Model Survey	1. Post your final paper 2. Course Evaluation (link will be posted as announcement in blackboard) 3. Evaluating Online Learning Model Survey (see blackboard "Beyond the Modules" tab)	*Final Paper due: Monday, August 13 at 11:59 pm*
END OF COURSE AUGUST 13	Smile and be proud of your work!		

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Week 11 Final Paper Assignment Details

The 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. Information Synthesis	Integrate what was learned through independent learning activities (IRIS modules, field experiences, and exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings to demonstrate knowledge about learners with disabilities. • 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 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.

Grading Rubric

Final Paper Requirements	Possible Points	Earned Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	25	
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	25	
Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	25	
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).	25	
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).	40	
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	10	
Total Points	**/150**	