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

Spring 2020
EDSE 501 611: Introduction to Special Education
CRN: 21898; 3 – Credits

Instructor: Carmen Rioux-Bailey	**Meeting Dates**: 1/7/2020 – 5/11/2020
Phone: 202-302-3223 (mobile)	**Meeting Day(s)**: Online
E-Mail: criouxba@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: Tuesday and Thursday 3-4 pm and by appointment	**Meeting Location**: N/A; Online
Office Location: Finley 100D	**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.

Course Overview
EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Students will examine the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the

Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the 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 January 5, 2020 **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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation 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.

- **Chrome is the most compatible/reliable browser in my experience. If you are having trouble, switch to Chrome as your browser!**

- 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://support.microsoft.com/en-us/help/14209/get-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 end on Sunday. Course dates are Tuesday 1/7/20 to Sunday, 5/10/20
  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 2-3times per week. Failure to do so may negatively impact your progress in this course.
  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 completely** 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. Students who enroll in the course after the start date are expected to engage immediately and are held to all due dates listed in the schedule in the syllabus. You will need to "catch up" quickly, as the course end date is the same for everyone.
- 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 ensure 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. Analyze how educators and other professionals address the variance between "typical" and "atypical" behaviors across the lifespan.
2. Distinguish characteristics of children and youth with disabilities across all IDEA categories relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
3. Interpret information on individual differences and formulate ways to create meaningful learning experiences and interaction opportunities for all students.
4. Discuss current regulations governing special education policies and practices including rights, responsibilities, and legal status of all parties within the context of schools and communities.
5. Analyze historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice within the context of organized public education in the United States.
6. Examine legal aspects of special education regarding litigation, legislation, and expectations associated with the identification, education, and evaluation of students with disabilities.
7. Explain the etiological factors and medical aspects associated with various disabilities.
8. Summarize and evaluate past, present, and future models of assessment and intervention, including use of innovative technology.
9. Illustrate how principles of learning influence the selection of relevant, appropriate, and culturally responsive materials for all learners (e.g., gifted, English learners, students with disabilities).
10. Identify individual needs such as dyslexia and related evidence-based practices for intervention.
11. Evaluate the dynamic influence of family systems relative to the education of students with disabilities.
12. Evaluate the dynamic influence of culture and environmental settings relative to the education of students with disabilities.

13. Consider ethical considerations for the treatment of all children within the context of professional standards of practice.
14. Recognize child abuse and implement research-based interventions to address abusive and traumatic situations.

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

Required Textbooks
Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2018). *Exceptional Learners: An introduction to special education*, 14th ed. Upper Saddle River, NJ: Pearson

You may use the e-text. If you purchased the Pearson MyLab Course Pack access, the Course Name is EDSE 501-611, and the Course ID is rioux-bailey26643.

Recommended Textbooks
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
YOU ARE RESPONSIBLE FOR UNDERSTANDING HOW TO USE APA STYLE/FORMATTING/CITATIONS FOR THIS COURSE!

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 (NO ASSESSMENT REQUIRED FOR THIS

COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment: None
College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments
1. 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 take each reading check no more than twice**.
   There is also a **reflection paper** for each module.

   > Please see the course schedule in this syllabus for an outline of all course assignments.

   Modules 1 and 4 require students to write (single space) 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. This paper will be 4+ pages in length.
   b. In Module 4, you must choose a topic related to special education, research the topic, and write about it. You will likely use information from the other module assignments to inform the final paper. This paper will be 10+ pages (single space) in length.
   Modules 2 and 3 are intended to help you collect information from multiple types of sources to dig deeper into one disability group for each. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the modules focus.

2. There are 2 **Beyond the Modules** activities which require you to complete Dyslexia Awareness Training and Child Abuse Awareness training and upload your certificate of completion
3. All written assignments MUST BE FORMATTED IN APA STYLE! It is mandatory for academic integrity that citations and references are used appropriately.

Course Policies and Expectations
Attendance/Participation
I expect that you will budget your time responsibly and communicate with me if you are having difficulty. I expect that you will read all communications and check GMU email at least two-

three times a week. There will be NO excuses for not using GMU email for all course communications. Please use EDSE 501-611 in your subject line so I know which class you are in—I teach several during the semester.

Late Work

Work can be turned in early, and you will do better in the course if you stick to a rhythm of completing assignments at a reasonable rate. It is up to you as to how to budget your time so that you complete ALL course requirements (except the final Module 4 paper) **by 11:59 pm on Sunday 4/26.** The completion/submission of the **Module 4 final paper** is due by **11:59 pm on Sunday 5/3**. I do not give Incompletes for this course unless there are *significan*t documented extenuating circumstances.

There will be no extension consideration for any assignments. Please understand that a high degree of self-management and organization is required for an online class and don't let work pile up!

Grading Scale

To compute final course grades, divide "earned points" by 1000 points for percentage. Your gradebook on Blackboard computes both an average of any assignments completed plus total points accumulated. Note that there is no grade of D in graduate school, and remember that if you are taking this class in non-degree status, you will not be able to transfer this class into degree status if you receive a grade of B- or lower.

> 100 – 95 A
> 90 – 94 A-
> 89 – 86 B+
> 85 – 80 B
> 79 - 77 B-
> 76 – 73 C
> < 73 F

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities • Professional Child Abuse training • Dyslexia Awareness Module		REQUIRED for a passing grade in the course (50 points each) 100
Reading checks		(25 points each) 400 (8)
Module Self-Reflections		(25 points each) 100 (4)
Module 1 Assignment		100
Module 2 Assignment		75
Module 3 Assignment		75
Module 4 Assignment		150 (final paper) Must be submitted for a final grade regardless of points earned prior to this assignment. In other words, you may not opt-out of this assignment.
TOTAL POINTS FOR COURSE		1000

*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. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

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

	Topic:	Deliverables: Remember this course is self-paced, so due dates are suggestions ONLY until the last 2 weeks, which have firm deadlines	Suggested Due Dates Submit by Sundays 11:59 pm for grading the next day. Note the final firm deadlines.
Week 1	Course Overview **YOU WILL NOT SUCCESSFULLY COMPLETE THIS COURSE UNLESS YOU HAVE ACCESS TO YOUR GMU EMAIL! It is possible to forward it to your most-checked account** (https://its.gmu.edu/knowledge-base/can-i-forward-my-email-out-of-masonlive-and-into-another-account/) 1. Review the syllabus and Blackboard site AND make sure	1. Child Abuse Training Certificate 2. Dyslexia Awareness Module These are found on the main blackboard menu under BEYOND THE MODULES LINK	**Sunday 1/19**

	you have ordered the required textbook 2. Complete the Child Abuse Training 3. Complete the Dyslexia Awareness Module 4. Write an introduction to our class and post it on the Discussion Board. Click on the "Introduce Yourself" forum and then Create a Thread to post.		
Week 2	*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. Reflection 1	**Sunday 1/26**
Week 3	*Module 2: Higher Incidence Disabilities* Lesson 1: Students with Intellectual Disabilities	1. Lesson 1 Reading Check	**Sunday 2/2**
Week 4	Lesson 2: Students with Learning Disabilities	2. Lesson 2 Reading Check	**Sunday 2/9**
Week 5	*Module 2: Higher Incidence Disabilities* Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/ Behavioral Disorders	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	**Sunday 2/16**
Week 6	*Module 2: Higher Incidence Disabilities* Lesson 5: Students with Autism Spectrum Disorders	1. Lesson 5 Reading Check 2. Module 2 Worksheets 3. Reflection 2	**Sunday 2/23**
Week 7	*Module 3: Lower Incidence Disabilities* Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	**Sunday 3/1**
3/7-3/14	GMU Spring Break		

Week 8	*Module 3: Lower Incidence Disabilities* Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI	1. Lesson 3 Reading Check	**Sunday 3/15**
Week 9	*Module 3: Lower Incidence Disabilities* Lesson 5: Students with Orthopedic Impairments	2. Lesson 4 Reading Check	**Sunday 3/22**
Week 10	*Module 4: Issues and Collaborations* Lesson 1: Students with Special Gifts and Talents *Module 4: Issues and Collaborations* Lesson 2: Parents and Families	1. Lesson 5 Reading Check 2. Module 3 Worksheets	**Sunday 3/29**
Week 11	*Module 4: Issues and Collaborations* Lesson 3: The Future of Special Education	3. Reflection 3 4. Lesson 1 Reading Check 5. Lesson 2 Reading Check	**Sunday 4/5**
Week 12	Finish Module 4 work and Finish any outstanding work	6. Lesson 3 Reading Check Reflection 4	**Sunday 4/12**
Week 13	Begin Final Paper: Use feedback from all previous module activities and assignments to write the final paper		**Sunday 4/19**
Week 14	**Firm Deadline 11:59pm All coursework besides Module 4 Final Paper** Course Evaluation (you will be sent a link) and Self Evaluation (under the Assessment tab.)	**ANY/ALL remaining coursework submitted this week for grading EXCEPT final paper.**	**Sunday 4/26 11:59 pm** **No late work considered or grades given for late work submitted after this date.**
Week 15	Module 4 Final Paper Due. **Firm Deadline 11:59 pm**	Grades posted in Patriotweb by 5/11	**Sunday 5/3 11:59 pm** **No late work considered or grades given for final papers submitted after this date.**

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 https://ds.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

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

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

- For 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 http://cehd.gmu.edu/.

Appendix
Assessment Rubric(s)
Module 4 Assignment Details

The final Module Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. **Select one specific 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. Use these elements as section headings for your paper. YOU MUST USE APA Style correctly!! You MUST cite all sources properly within the body of the paper and on your reference page!

Regardless of your approach to 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. For example, if my paper were on students with ADHD (mild disability), I might contrast it to LD, or VI, or Cerebral Palsy, etc.
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 maximum page length, but your paper should be at least 10+ single spaced 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. **All sections should have citations from outside sources to support your ideas, credit research, and demonstrate your learning.**

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**	