



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

Fall 2022

EDSE 501: Introduction to Special Education

Section: 6V1; CRN: 84936

Section: 611; CRN: 84424

3 – Credits

Instructor: Carmen Rioux-Bailey	Meeting Dates: 8/22/22 – 12/5/22
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Office Hours: Tuesday/Thursday by appointment or by Zoom: https://gmu.zoom.us/j/3341024489	Meeting Location: Online
Office Location: Finley 206A	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, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes 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

Take advantage of student resources like the Writing Center (<https://writingcenter.gmu.edu/>), Learning Services (<https://learningservices.gmu.edu/>), Assistive Technology Initiative (<https://ati.gmu.edu/>), Disability Services (<https://ds.gmu.edu/>).

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. 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 **Monday, August 22, 2022, at 12:00am.**

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday at 12:00 am and finish on Sunday at 11:59 pm.
- 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** times per week.
- 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 entirely 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. The weekly deadlines in the Class Schedule section of this syllabus are suggestions to keep you progressing with a manageable workload, and to help you catch up if you add into this class after the first start date. Firm deadlines are **11/27** for all work EXCEPT the final paper, and **12/4** for the final paper.**
- 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 Service.

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] and the 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 Texts

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2022). *Exceptional Learners: An introduction to special education* (15th ed.). Pearson.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 501, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

N/A.

College Wide Common Assessment (VIA submission required)

The required college-wide common assessment in EDSE 501 is the dispositions self-assessment. Towards the beginning of their licensure programs, all teacher candidates complete a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. The self-assessment will be an online survey, which can be accessed via the Assessments page of the course Blackboard site; see your course syllabus for more

information on when this self-assessment will be due. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that teacher candidates at the beginning of their programs may not rate themselves as proficient or highly proficient in all areas, as they may not have had opportunities to demonstrate those skills; as such, the initial self-assessment of dispositions is an opportunity for you to (a) learn about professional dispositions, (b) engage in reflection on your dispositions, and (c) identify opportunities for future growth. In addition to this initial self-rating in EDSE 501, your dispositions will also be assessed at least 2 other times during your program: a mid-point self-rating during a designated course (EDSE 627, EDSE 661, and EDSE 616) and an instructor-rated evaluation by a university supervisor during internship (EDSE 783, EDSE 784, and EDSE 785). In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>.

Other Assignments

- **Beyond the Modules Activities:** During Week 1 of the course, there are some Beyond the Modules Activities. **They are all required for a passing grade in the course.**
- **Module Activities:** 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. Below are brief summaries of the module activities; ***see Blackboard for detailed directions and grading rubrics.***
 - **Reading Checks:** At the end of each lesson, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice or true-false 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.**
 - **Module Self-Reflections:** At the end of each module, there is a module self-reflection in which you will read statements about special education topics and write a written reflection. You will analyze, judge, and apply module content within your reflections.
 - **Module Assignments:**
 - **Modules 1 and 4 require students to write individual APA-style papers.**
 - 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.
 - The Module 4 assignment is the Final Paper in the course. You will likely use information from the other module assignments to inform the final paper. The 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 and Blackboard for additional details/resources).

- **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 module’s focus.

Assignment Summary

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities <ul style="list-style-type: none"> • Required Modules • Professional Disposition Survey 		25 (10, 10, 5 points)
Reading Checks		150 (10 points each)
Lesson Checks		150 (10 points each)
Reflections		200 (50 points each)
Teaching Philosophy (Assignment 1)		100
Profile (Assignment 2)		100
Poster (Assignment 3)		100
Disability in Pop Culture		25
Final Paper (Assignment 4)		150
TOTAL POINTS FOR THE COURSE		1000

Course Policies and Expectations

Attendance/Participation

All coursework will be online in an asynchronous format.

Late Work

Work is considered on time if it is submitted by Sunday 11:59 p.m. EST on the date that it is due. Work can be turned in early, but all late work will receive a grade of zero. I do not give Incompletes for this course unless there are documented extenuating circumstances for which there has been prior notification.

Other Requirements

Grading

To compute your final course grade, divide total “earned points” by total “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 73-76%	F = <73%
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***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

EDSE 501 Course Schedule (Fall 2022)					
Week (Starts on Monday at 12:00 am)	Module	Topic(s)	Activities and Readings	Deliverables	Due Date 11:59 pm
Week 1	Module A	Getting Started; Introduction to the course	<ul style="list-style-type: none"> € Getting to know the course € Capturing your thinking 	<ul style="list-style-type: none"> € Child abuse and Neglect Certification € Professional Disposition Survey € Purchase/Rent Textbook (15th edition ONLY) see email € Reflection 1 	8/28

Week 2	Module B	Foundations of Special Education: Historical Perspectives, Legal Mandates, Personnel, Procedural Safeguards, and Ethical Practices	<ul style="list-style-type: none"> € Read: Ch. 1 € Read: Ch. 2 € Lesson: Historical Foundations and Special Education Law 	<ul style="list-style-type: none"> € Reading Check: Ch. 1 € Reading Check: Ch. 2 € Lesson Check: Historical Foundations and Special Education Law € Teaching Philosophy Paper 	9/4
Week 3	Module C	The Cognitive Continuum: Exploring Intellectual Disabilities (ID), Multiple Disabilities, and Giftedness	<ul style="list-style-type: none"> € Read: Ch. 13 € Lesson: Severe Disabilities € Introduce Profile Assignment 	<ul style="list-style-type: none"> € Reading Check: Ch. 13 € Lesson Check: Severe/multiple disabilities 	9/11
Week 4	Module C	The Cognitive Continuum Continued	<ul style="list-style-type: none"> € Read: Ch. 5 € Lesson: Intellectual Disabilities € Read: Ch. 15 € Lesson: Giftedness 	<ul style="list-style-type: none"> € Reading Check: Ch. 5 € Lesson Check: ID € Reading Check: Ch. 15 € Lesson Check: Giftedness 	9/18
Week 5	Module D	The Dynamic Duo: Exploring Specific Learning Disabilities (LD) and Emotional and Behavior Disorders (EBD)	<ul style="list-style-type: none"> € Read: Ch. 6 € Lesson: LD 	<ul style="list-style-type: none"> € Reading Check: Ch. 6 € Lesson Check: LD € Dyslexia Awareness Certification 	9/25
Week 6	Module D	The Dynamic Duo Continued	<ul style="list-style-type: none"> € Read: Ch. 8 € Lesson: EBD 	<ul style="list-style-type: none"> € Reading Check: Ch. 8 € Lesson Check: EBD € Reflection 2 	10/2
Week 7	Module E	Spectrum of Considerations: Exploring Speech or Language Impairment (SLI)	<ul style="list-style-type: none"> € Read: Ch. 9 € Lesson: ASD 	<ul style="list-style-type: none"> € Reading Check: Ch. 9 € Lesson check: ASD € Profile Assignment: Exploring Disability Profile Characteristics, 	10/9

		and Autism Spectrum Disorders (ASD)		Needs, and Reliable Sources	
Week 8	Module E	Spectrum of Considerations Continued	<ul style="list-style-type: none"> € Read: Ch. 10 € Lesson: Speech/Language and communication disorders 	<ul style="list-style-type: none"> € Reading Check: Ch. 10 € Lesson check: SLI € Reflection 3 	10/16
Week 9	Module F	The Physical Realm: Exploring Orthopedic Impairments (OI) and Other Health Impairments (OHI) including Attention Deficit-Hyperactivity Disorder (ADHD) , and Traumatic Brain Injury (TBI)	<ul style="list-style-type: none"> € Read: Ch. 14 € Lesson: Orthopedic Impairments € Introduce Poster Assignment 	<ul style="list-style-type: none"> € Reading Check: Ch. 14 € Lesson Check: Orthopedic Impairments 	10/23
Week 10	Module F	The Physical Realm Continued	<ul style="list-style-type: none"> € Read: Ch. 7 € Lesson: ADHD 	<ul style="list-style-type: none"> € Reading Check: Ch. 7 € Lesson Check: ADHD 	10/30
Week 11	Module F	The Physical Realm Continued	<ul style="list-style-type: none"> € Lesson: TBI 	<ul style="list-style-type: none"> € Lesson Check: TBI € Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources 	11/06
Week 12	Module G	The Sensory Arena: Exploring Visual Impairments (VI) including Blindness, Hearing Impairments (HI) , Deafness,	<ul style="list-style-type: none"> € Read: Ch. 12 € Lesson: Visual Impairments 	<ul style="list-style-type: none"> € Reading Check: Ch. 12 € Lesson Check: Visual Impairments 	11/13

		and Deaf-Blindness			
Week 13	Module G	The Sensory Arena Continued	€ Read: Ch. 11 € Lesson: Hearing Impairments € Introduce Final Paper	€ Reading Check: Ch. 11 € Lesson Check: Hearing Impairments € Disability in Pop Culture Assignment	11/20
Week 14	Module H	Creating Opportunities for All Learners: Exploring Multicultural Perspectives and Collaboration in Special Education	€ Read: Ch. 3 € Lesson: Cultural Competency € Read: Ch. 4 € Lesson: Families € Discussion on the future of special education € Wrap up video	€ Reading Check: Ch. 3 € Lesson Check: Cultural Competency € Reading Check: Ch. 4 € Lesson Check: Families € Reflection 4 ALL MODULES and BEYOND THE MODULES DUE EXCEPT FINAL PAPER BY 11:59 SUNDAY	11/27
Week 15		Final Class & Wrap-up	Do Course Evaluation on Blackboard	€ Final Paper Due BY 11:59 PM SUNDAY € Special Education Disposition Survey VIA	12/4

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Teaching Philosophy Paper

Assignment Rubric

Page one: My Ideas about special education (25 points)

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

Page two: My Ideas about my role as an educator (25 points)

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

*Page three: Summary of activities and their effect on your philosophy (choose 2 of the following; exploratory activities should be at least 1 hour each) Note: these **should not** take place in a public school setting. **Do not** go through the GMU CEHD Field Experience Office to arrange your observation(s). These need to be arranged in a community setting by you. (40 points)*

- Observe relevant community settings
- Shadow/interview an individual in a position of interest to you in a community setting (e.g., Interpreter, teacher, audiologist, counselor, physical therapist, etc.)
- Interview a person with a disability
- Interview a sibling of a person with a disability
- Interview a parent of a person with a disability
- Interview the entire family of an exceptional learner
- Conduct an accessibility assessment
- Attend a relevant information presentation

APA style formatting (e.g., cover page, pagination, headings), grammar, and spelling (10 points)