



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

Spring 2019

EDSE 501: Introduction to Special Education

Section: 001 - CRN: 10185

Section: P01 – CRN 22272

3 – Credits

Instructor: Dr. Christine Ritter	Meeting Dates: 1/22/2019 – 5/15/2019
Phone: (703) 220-4661 (cell)	Meeting Day(s): Wednesday
E-Mail: critter6@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: by appointment	Meeting Location: KH 17
Office Location: by arrangement	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. 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

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., (2018). *Exceptional Learners: An introduction*

to special education, 14th ed. Upper Saddle River, NJ: Pearson

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 Final Paper. 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)

- **Disability Specific Paper: (Posted on Blackboard AND Tk20)**
This 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)
- **College Wide Common Assessment (TK20 submission required)**
N/A.
- **Performance-based Common Assignments (No Tk20 submission required)**
- **Presentation Disability Specific Paper:**
This assignment is reflective of the knowledge gained in the course and the content of the final paper. This presentation will be given in class and will cover (a) the characteristics of the disability that you selected, (b) the learning needs of the individuals with the disability that you selected, (c) lifespan issues related to the disability that you selected, and (d) how the disability (that you selected) is similar to and different from other types of disabilities). Please be as creative as possible. Outside of covering a-d, this assignment is flexible. Have fun with this assignment! (Please see the Appendix for the final presentation rubric).

- **Child Abuse Training Module:** (also required for licensure; Blackboard submission)
All students must complete the online Child Abuse Recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html. If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to the designated location on Blackboard.
- **Dyslexia Awareness Module:** All students must complete the online Dyslexia Awareness Module available at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>.
This is a mandatory requirement and you will not pass the class without completing this assignment. After completing the module, you will print/save a copy of the certificate of completion for verification. The certificate of completion will need to be posted to Blackboard to receive your final grade in the course.

Other Assignments

- **Reading Checks:** This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. At the end of each lesson, there is a reading check assignment. In most lessons, these checks are 5-10 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.
- **Class Attendance and Activity Participation:** Students earn points during each class session for class attendance and participation (e.g., engaging in discussion, asking questions, taking notes, etc.). Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students will be expected to be prepared for class (e.g., complete readings prior to class, bring necessary materials or assignments) and to actively participate in in-class activities (e.g., discussions, journaling, knowledge acquisition/demonstration, interactive activities, etc.). Please note that you must be in class to earn points for attendance and in-class activities; points missed due to absences, late arrivals to class, or early departures from class cannot be made up.

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are an important part of this class and critical for course competence. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Students earn attendance and participation points each class; these points can only be earned if the student is in attendance and actively participates in class activities. Please notify me in advance by email or phone if you will not be able to attend class. In the event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. When absence from class is unavoidable, it is the student’s responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up.

Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be fully present while in class.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For all assignments for every 24-hour period that an assignment is late, a 10% point deduction will occur. After one week from the due date, assignments will not be accepted.

NO late assignment submissions will be accepted after the last class session. Failure to turn in Performance- Based Assignments will result in an Incomplete (IN) for the course.

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%
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Course Action Items	Earned Points	Possible Points
Professional Child Abuse training Dyslexia Awareness Module		REQUIRED for a passing grade in the course 50 points (25 points each)
Reading checks		400 points (25 points each)
Attendance/Participation		150 points (10 points per class)
Final Paper		300 points

Final Paper Presentation		100 points
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. 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

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

Meeting Dates: 1/23/2019 – 5/15/2019
Meeting Day(s): Wednesday
Meeting Time(s): 4:30 pm – 7:10 pm
Meeting Location: KH 17

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/>.

Class Schedule

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

Module 1: History of special education and disability, legislation, and issues and services

Module 2: Higher Incidence Disabilities

Module 3: Lower Incidence Disabilities

Module 4: Issues and Collaborations

Class	Topic	Readings Due	Assignments due by start of class
Class 1 Jan 23	Introductions Course Overview		
Class 2 Jan 30	<i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i> Lesson 1: History of Special Education and Disability Lesson 2: Legislation	Hallahan Ch. 1	Child Abuse Training Certificate <i>Module 1</i> Lesson 1 Reading Check Lesson 2 Reading Check

Class 3 Feb 6	<i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i> Lesson 3: Issues and Services	Hallahan Ch. 2	Dyslexia Awareness Module <i>Module 1</i> Lesson 3 Reading Check
Class 4 Feb 13	<i>Module 2: Higher Incidence Disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities	Hallahan Ch. 5 & 6	<i>Module 2</i> Lesson 1 Reading Check Lesson 2 Reading Check
Class 5 Feb 20	<i>Module 2: Higher Incidence Disabilities</i> Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/ Behavioral Disorders	Hallahan Ch. 10 & 8	<i>Module 2</i> Lesson 3 Reading Check Lesson 4 Reading Check
Class 6 Feb 27	<i>Module 2: Higher Incidence Disabilities</i> Lesson 5: Students with Autism Spectrum Disorders	Hallahan Ch. 9	<i>Module 2</i> Lesson 5 Reading Check
Class 7 Mar 6	<i>Module 3: Lower Incidence Disabilities</i> Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness	Hallahan Ch. 14 & 12	<i>Module 3</i> Lesson 1 Reading Check Lesson 2 Reading Check
Mar 13	<i>Spring Break – No Class</i>		
Class 8 Mar 20	<i>Module 3: Lower Incidence Disabilities</i> Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI	Hallahan Ch. 11 & 13	<i>Module 3</i> Lesson 3 Reading Check Lesson 4 Reading Check
Class 9 Mar 27	<i>Module 3: Lower Incidence Disabilities</i> Lesson 5: Students with Orthopedic Impairments	Hallahan Ch. 14	<i>Module 3</i> Lesson 5 Reading Check
Class 10 April 3	<i>Module 4: Issues and Collaborations</i> Lesson 1: Students with Special Gifts and Talents	Hallahan Ch. 15	<i>Module 4</i> Lesson 1 Reading Check
Class 11 April 10	<i>Module 4: Issues and Collaborations</i> Lesson 2: Parents and Families	Hallahan Ch. 4	<i>Module 4</i> Lesson 2 Reading Check
Class 12 April 17	<i>Module 4: Issues and Collaborations</i> Lesson 3: Multicultural & Bilingual Aspects of Special Education	Hallahan Ch. 3	<i>Module 4</i> Lesson 3 Reading Check
Class 13 April 24	Final Paper Presentations (Group 1)		Nothing due this week –

		Work on Final Paper
Class 14 May 1	Final Paper Presentations (Group 2)	Final Paper Due by May 2, 2019 Submit to Blackboard AND Tk20

Appendix

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	<p><i>What are some characteristics of the disability, for example:</i></p> <ul style="list-style-type: none"> • 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	<p><i>How does the disability affect learning? For example:</i></p> <ul style="list-style-type: none"> • 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)	<p><i>How does having this disability impact an individual? For example:</i></p> <ul style="list-style-type: none"> • 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? • 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?

<p>D. Similarities and Differences to Other Disabilities</p>	<p><i>How is this disability similar and different to other disabilities (or other disability areas)? For example:</i></p> <ul style="list-style-type: none"> • 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? <p>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).</p>
<p>E. Information Synthesis</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 **highly** 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 for Final Paper

Final Paper Requirements	Possible Points	Earned Points
<p>Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.</p>	50	
<p>Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.</p>	50	
<p>Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.</p>	50	
<p>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).</p>	50	
<p>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).</p>	80	
<p>APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.</p>	20	
Total Points	/300	

Grading Rubric for Final Presentation

Final Presentation Requirements	Possible Points	Earned Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	10	
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	10	
Lifespan Issues (including Impact on Family and Multicultural Aspects) A clear description of the impact of the disability across the lifespan is provided.	10	
Information Synthesis How have you demonstrated growth in your knowledge about learners with disabilities? How did your independent learning activity inform your knowledge? How will you contribute to the field of Special Education?	50	
References 5+ APA style references (cite information within the presentation and include a reference slide/information).	10	
Class Handout One page handout for each classmate. Include information (but not the actual materials) from your presentation on the front and your 5+ APA references on the back.	10	
Total Points	/100	