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

Summer 2019
EDSE 501 A01: Introduction to Special Education
CRN: 40228, 3 – Credits

Instructor: Dr. Christine McElwee	**Meeting Dates**: 5/20/2019 – 6/22/2019
Phone: 703-864-5776	**Meeting Day(s)**: MWF
E-Mail: cmcelwee@gmu.edu	**Meeting Time(s)**: 7 pm – 10 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, R B103
Office Location: Finley 208-A	**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 life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Offered by Graduate School of Education. Limited to three attempts.

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.

Professional Standards
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. (2019). *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.

Required Resources
    Students will need computer access to Blackboard and GMU's online library to access additional resources and to complete course assignments. Class presentations and supplementary materials will be posted on Blackboard, and students should bring a copy (printed or digital) of the materials needed for the class to take notes on the content.

    Students should plan to bring an internet accessible device to class to complete activities and review materials that are presented in class. (If you need assistance with this, let me know).

Additional Readings
Additional readings may be posted on Blackboard as assigned.

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)

        A. **Disability Specific Paper [Final Paper] (due 6/21):** This final paper is posted on Blackboard AND Tk20. Directions for the paper are provided in the Appendix and on Blackboard. More information about this assignment (including the grading rubric) will be posted on Blackboard and included in the directions packet during the first class.

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)

B. **Child Abuse Training Module (due 5/24)**: 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. More information about this assignment will be posted on Blackboard and included in the directions packet during the first class.

C. **Dyslexia Awareness Module (due 5/31)**: 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. More information about this assignment will be posted on Blackboard and included in the directions packet during the first class.

Other Assignments

D. **Philosophy of Education Paper (due 6/3)**: This paper serves as a reflective paper that utilizes personal experiences, knowledge gained, readings, applied experiences and other items to develop one's individual philosophy or approach to special education. This work should be as reflective as possible and should be at least 2 pages in length and not exceed 6 pages (not including references, title page, etc.). More information about this assignment (including the grading rubric) will be posted on Blackboard and included in the directions packet during the first class.

E. **Friday Online Assignments (FAT CITY responses, ASD EBP Modules) (due 6/7, 6/14):** All students will complete online activities pertaining to students with disabilities and their learning characteristics and evidence-based practices used to support their learning. After completing the videos or modules, the student will print/save a copy of the notes and/or the certificate of completion for verification. The notes and/or certificate of completion will need to be posted to Blackboard and emailed to the professor to receive the grade for the assignments. More information about these assignments will be

posted on Blackboard and included in the directions packet during the first class.

F. **Chapter Group Presentation (due when scheduled):** In a group of 2 or 3, students will be responsible for presenting information in one chapter of the text (i.e., chapters 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) and then leading the class in learning experiences that include active participation by classmates. More information about these assignments will be posted on Blackboard and included in the directions packet during the first class.

G. **Discussion Questions (due when chapters scheduled):** Each student who is **not** presenting the chapter will complete and email to the professor a group of Discussion Questions pertaining to the chapter being presented in class. More information about these assignments will be posted on Blackboard and included in the directions packet during the first class.

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 rare 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 in class

Late Work

Course evaluation and final grades will be calculated based on each student's point score out of the possible 100% point total. Late assignments will be accepted ***only in rare occasions*** ***upon professor approval*** in the following manner:

o   **5% point deduction – up to 1 class late**
o   **10% point deduction – 2 classes late**
o   **25% point deduction – 3 classes late**
o   **50% point deduction – more than 3 classes late**

Other Requirements
  Communication
  Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at http://masonlive.gmu.edu. All communications are sent to students via their Mason email accounts, and students are held responsible for this information.

Grading Scale

Letter Grade	% of Points
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C	70-79%
F	< 70%

Course grades are calculated by averaging all grades earned on assignments. The student can use the following self-monitoring chart to track your performance throughout the course.

EDSE 501 Self-Monitoring Course Performance		
Use this self-monitoring tool to track your performance throughout the semester		
Assignment	**Points Earned by Student**	**Total Points Possible**

A. Disability Specific Paper [Final Paper]		100 = final paper 100 = Completion of Independent Learning Activities
B. Child Abuse Training Module		100
C. Dyslexia Awareness Module		100
D. Philosophy of Education Paper		100
E. Friday Online Assignments (FAT CITY Responses, ASD EBP Modules)		100 (50 pts. each)
F. Chapter Group Presentation		100
G. Discussion Questions		100
H. Class Attendance		100
Total = _____% (Average of all grades)		

*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.

Date	Topic	Readings Due	Assignments Due
Class #1 M 5/20	Introduction to Course, Syllabus, and Course Expectations	None	
Class #2 W 5/22	Exceptionality and Special Education Current Practices for Meeting the Needs of Exceptional Learners	Ch. 1 & 2	
Class #3 F 5/24	**Child Abuse Training Module**		**CAT Certificate due** by end of class period – 10:00pm
M 5/27	No Class - Holiday		
Class #4 W 5/29	Multicultural and Bilingual Aspects of Special Education Parents and Families	Ch. 3 & 4	**Plan for Final Paper due**
Class #5 F 5/31	**Dyslexia Awareness Module**		**Dyslexia Awareness Module Certificate due** by end of class period – 10 pm
Class #6 M 6/3	APA Style Review Learners with Intellectual & Developmental Disabilities IEP	Ch. 5	**Philosophy of Education Paper due** **Ch. 5 Discussion Questions due**
Class #7 W 6/5	Learners with Learning Disabilities Learners with ADHD	Ch. 6 & 7	**Ch. 6 Discussion Questions due** **Ch. 7 Discussion Questions due**
Class #8 F 6/7	**FAT City Video** and Responses		**Video Responses due** by end of class period – 10:00 pm
Class #9 M 6/10	Learners with Emotional and Behavioral Disorders Learners with Autism Spectrum Disorders	Ch. 8 & 9	**Ch. 8 Discussion Questions due** **Ch. 9 Discussion Questions due**
Class #10 W 6/12	Learners with Communication Disorders Learners Who are Deaf and/or Hard of Hearing	Ch. 10 & 11	**Ch. 10 Discussion Questions due** **Ch. 11 Discussion Questions due**
Class #11 F 6/14	The National Professional Development Center on **Autism**		**Certificate due** by end of class period – 10 pm

	Spectrum Disorder – Evidence Based Practices Module		
Class #12 M 6/17	Learner's with Blindness or Low Visions Learners with Low-Incidence, Multiple, & Severe Disabilities	Ch. 12 & 13	**Ch. 12 Discussion Questions due** **Ch. 13 Discussion Questions due**
Class #13 W 6/19	Learners with Physical Disabilities, Other Health Impairments, & Gifted and Talented	Ch. 14 & 15	**Ch. 14 Discussion Questions due**
Class #14 F 6/21	Disability Specific Paper Due		**Final Paper Due Upload to Tk20**

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

    Assessment Rubric(s)

        Blackboard/TK20 Assignment Evaluation Rubric

Your paper will be evaluated based on the following rubric for accreditation purposed. Your scores here will be used for program improvement purposes and will not impact your grade in the course. However, if you "do not meet competency" in any area, you should continue to focus on this area in future coursework as this is an important competency in special education.

	1 **Does Not Meet Competency**	**2** **Meets Competency**	**3** **Exceeds Competency**
Disability Characteristics	Information on salient characteristics of the chosen disability is missing or inaccurate. Information on requirements related to identification for special education services is missing or inaccurate.	Indicates clear understanding of the salient characteristics (physical, medical, learning, and/or social/emotional as appropriate) of the chosen disability that are required for eligibility for special education services. Demonstrates understanding of legal aspects and regulatory requirements in special education (e.g., laws and regulation; evaluation issues, etc.).	Includes all criteria for "Meets Competency." In addition, indicates an understanding of historical and/or contemporary issues related to the chosen disability.
Learning Needs	Information on learning needs (academic, social, and/or behavioral as appropriate) associated with the chosen disability is missing or inaccurate.	Indicates clear understanding of learning needs (academic, social, and/or behavioral as appropriate) associated with the chosen disability. Demonstrates understanding of IEP considerations for learners with the disability (e.g., least restrictive environment; academic, social, and/or behavioral services; related services; transition needs, etc.).	Includes all criteria for "Meets Competency." In addition, indicates a clear understanding of teaching practices that are effective for students with the chosen disability.

Lifespan Issues (including Impact on Family)	Information on impact of the disability across the lifespan is missing or inaccurate.	Indicates clear understanding of the impact of the disability across the lifespan (e.g., IFSP, transition, post-secondary concerns, etc.).	Includes all criteria for "Meets Competency." In addition, indicates understanding of impact on the individual's family (e.g., family dynamics, due process, advocacy, etc.).
Relationship to other Disabilities	Chosen disability is not compared and contrasted with 2 other disabilities (or category of disabilities) or information presented is inaccurate.	Demonstrates understanding of range of disability categories by comparing and contrasting the chosen disability with 2 different disabilities (or disability categories: mild, severe, or sensory).	Includes all criteria for "Meets Competency." In addition, addresses similarities and differences in teaching practices across populations.