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

Spring 2021
EDSE 501 002: Introduction to Special Education
CRN: 22877; 3 – Credits

Instructor: Dr. Deborah Dupree	**Meeting Dates**: 01/04/21 – 02/28/21
Phone: 703-307-9173	**Meeting Day(s)**: Online
E-Mail: ddupree@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Virtual	**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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at (703) 348-5006 (Option 2) for assistance.

Course Delivery Method
Learning activities include the following:

1. Readings, lectures, and discussions
2. Websites, videos, and other media-based course resources
3. Application activities and assignments
4. Quizzes and reflective journaling activities
5. Exploratory and research-based project
6. Surveys and course feedback

This course will be delivered online 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 in accordance with the posted start date.

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)

  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)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://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 Tuesdays at 12:01 a.m., and finish on Mondays at 11:55 p.m.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- 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 3 times per week.

- 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** 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.

- 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.

Course Relationship to Program Goals and Professional Organizations
(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 Textbooks
Friend, M. (2018). *Special education: Contemporary perspective for school professionals* (5th ed.). New York, NY: Pearson.

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

Required Resources
Consistent access to course Blackboard site.

Additional Readings
Posted on Blackboard throughout the course.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, email).

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)
None.

College Wide Common Assessment
(VIA submission required)
None.

Performance-based Common Assignments
(No VIA submission required.)

Child Abuse Awareness Certificate, which is included as a Module 5 assignment requiring submission via Blackboard.

Dyslexia Awareness Certificate, which is included as a Module 3 assignment requiring submission via Blackboard.

Final Paper, which is scaffolded through the course. An overview of the assignment can be found in Module 1.

Other Assignments
Checklists are provided for each module detailing the assignments for each section of the course. Examples of graded elements of the course include activities, assignments, discussions, quizzes, reflections, and the final paper.

Assignment Summary
Below are the basic weights of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment

about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Activities		10%
Assignments		15%
Discussions		20%
Quizzes		10%
Reflections		15%
Course Project/Final Paper		30%
	Total Percentage	100%

Course Policies and Expectations

Attendance/Participation
All coursework will be online in an Asynchronous format. There will be no face-to-face meetings. However, engagement with all elements provided in each module and timely participation in interactive opportunities is the expectation.

Late Work
All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made.

APA Style
The standard format for any written work in the College of Education and Human Development here at Mason is APA. If you are unfamiliar with APA, it would benefit you to explore the *Publication Manual of the American Psychological Association* (6th ed.) or access one of the internet sites that provides a summary of this information. For online resources regarding APA Style, please access the *Library Resources* button on the course Blackboard site.

Evaluation
All Module assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. You should support your statements and ideas with evidence from these sources, giving these sources credit in accordance with APA Style. Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module. Grades will post to the Grade Center and can be accessed by clicking on the *My Grades* button. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you use either exact words or paraphrased ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar and Dean's office. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to plagiarism detection services for an integrity assessment as needed. For online resources regarding plagiarism, please access the *Library Resources* button on our site.

Communication

The best way to contact me is through email, although I am happy to arrange phone calls or Skype calls upon request. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located there. I will check email at least once a day on weekdays unless I notify you otherwise. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email at least once, which could increase response time to 48 hours. As communication is a two-way process, please plan to check your Mason email frequently. Please don't hesitate to reach out early and often if you have questions or concerns.

Grading Scale (traditional rounding principles apply)

    93-100% = A
    90-92% = A-
    87-89% = B+
    83-86% = B
    80-82% = B-
    70-79% = C
    < 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/polices-procedures/).

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

Module	Topic	Deliverables
1	*Getting Started *Foundations of Special Education: Exploring Historical Perspectives, Legal Mandates, Personnel, Procedural Safeguards, and Ethical Practices) *Orientation to the Final Paper	*Complete all elements of the Module 1 Checklist (provided in overview section of Module 1) *Submit all deliverables as noted in the Learning Objectives section of Module 1
2	*The Cognitive Continuum: Exploring Intellectual Disabilities (ID), Multiple Disabilities, and Giftedness	*Complete all elements of the Module 2 Checklist (provided in overview section of Module 2) *Submit all deliverables as noted in the Learning Objectives section of Module 2
3	*The Dynamic Duo: Exploring Specific Learning Disabilities (LD) and Emotional and Behavior Disorders (EBD)	*Complete all elements of the Module 3 Checklist (provided in overview section of Module 3) *Submit all deliverables as noted in the Learning Objectives section of Module 3
4	*A Spectrum of Considerations: Exploring Speech or Language Impairment (SLI) and Autism Spectrum Disorders (ASD)	*Complete all elements of the Module 4 Checklist (provided in overview section of Module 4) *Submit all deliverables as noted in the Learning Objectives section of Module 4
5	*The Physical Realm: Exploring Orthopedic Impairments (OI), Other Health Impairments (OHI) including Attention Deficit-Hyperactivity Disorder (ADHD), and Traumatic Brain Injury (TBI)	*Complete all elements of the Module 5 Checklist (provided in overview section of Module 5) *Submit all deliverables as noted in the Learning Objectives section of Module 5
6	*The Sensory Arena: Exploring Visual Impairments (VI) including Blindness, Hearing Impairments (HI), Deafness, and Deaf-Blindness	*Complete all elements of the Module 6 Checklist (provided in overview section of Module 6) *Submit all deliverables as noted in the Learning Objectives section of Module 6
7	*Creating Opportunities for All Learners: Exploring: Exploring Multicultural Perspectives and Collaboration in Special Education	*Complete all elements of the Module 7 Checklist (provided in overview section of Module 7) *Submit all deliverables as noted in the Learning Objectives section of Module 7
8	*Review and Wrap-up: The Past, the Present, and the Future	*Complete all elements of the Module 8 Checklist (provided in overview section of Module 8) *Submit all deliverables as noted in the Learning Objectives section of Module 8

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/).

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/).

- 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/).

- 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/).

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

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to Assessment support (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/).

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 the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

All rubrics are posted on Blackboard. The grading rubric for the official Performance-based Common Assessment for this course, the Final Paper, is included on the following page. The other two common assessments do not require a rubric as the certificates are either completed and submitted on time for full credit or they are not.

Grading Rubric – Final Project

	HIGHLY COMPETENT	COMPETENT	ADEQUATE	NEEDS IMPROVEMENT
Philosophy Statement Section A	**14-15 pts** Philosophy statement is clear and concise; it addresses all requested elements in a manner reflective of matured understanding and in-depth ideas.	**12-13 pts** Philosophy statement is clear and concise; it addresses all requested elements in a manner reflective of evolving understanding and in-depth ideas.	**11 pts** Philosophy statement is clear and concise; it addresses most requested elements in a manner reflective of evolving understanding.	**0-10 pts** Philosophy statement lacks clarity, fails to address required elements, and/or lacks depth of understanding.
Single Disability Knowledge Sections B-D	**41–45 pts** Addresses characteristics, learning needs, and lifespan considerations for one disability area with evidence of comprehensive understanding including references.	**36–40 pts** Addresses characteristics, learning needs, and lifespan considerations for one disability area with some evidence of accurate understanding.	**31–35 Points** Addresses most required elements for one disability area; some concepts insufficiently developed or inadequately presented in an organized and meaningful way.	**0–30 Points** Missing required elements and concepts not fully developed or presented in an organized and meaningful way.
Comparative and Reflective Perspectives Sections E-F	**27–30 pts** Addresses similarities and differences with 2 additional disability areas with evidence of comprehensive understanding including references and offers in-depth reflection on growth.	**24–26 pts** Addresses similarities and differences with 2 additional disability areas with some evidence of accurate understanding and offers in-depth reflection on growth.	**21–23 Points** Addresses some required elements for additional disability areas and reflection on growth; some concepts insufficiently developed or inadequately presented in an organized and meaningful way.	**0–20 Points** Missing required elements and concepts not fully developed or presented in an organized and meaningful way.
Requirements	**9-10 pts** Meets all assignment expectations (e.g., timeliness, length, APA format, structure, content, and objectives).	**8 pts** Meets most assignment expectations (e.g., timeliness, length, APA format, structure, content, and objectives).	**7 Points** Meets some assignment expectations (e.g., timeliness, length, APA format, structure, content, and objectives).	**0–6 Points** Assignment fails to meet most assignment expectations (e.g., timeliness, length, APA format, structure, content, and objectives).