



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

Spring 2018

EDSE 501 611: Introduction to Special Education

CRN: 21582, 3 – Credits

Instructor: Liber L. Riccio, EdD	Meeting Dates: 01/22/18 – 05/14/18
Phone: 202 744 9775	Meeting Day(s): N/A
E-Mail: lriccio@gmu.edu	Meeting Time(s): N/A
Office Hours: By phone /appt	Meeting Location: Online, Asynchronous
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. Note: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

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. Learning how to access and use Blackboard, and GMU email
2. Class lecture and discussion via BB
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation and writing activities
7. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using [asynchronous] format via 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 20 January 2018.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 this is an asynchronous course we do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday..
- 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 insure 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. 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., Kauffman, J., & Pullen, P. (2015). *Exceptional learners: An introduction to special education* (13th ed.). Boston, MA: Pearson.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to the Internet, Blackboard, GMU email

Additional Readings (Not required)

Riccio, L. L. (2014), FOR WHAT CHILD, Amsterdam, Netherlands: Sense Publishing

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. **Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN).** Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. 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)

1. **Module 4 / Final Paper** - required PBA see Blackboard

Module 4 / Final Paper assignment is also a required assignment that must be also uploaded to BB (and to TK20). Specific directions are posted on Blackboard.
See attached Module 4 / Final assignment and rubric (as well as assignment posted on BB)

College Wide Common Assessment (TK20 submission required)

N/A.

Performance-based Common Assignments (No Tk20 submission required.)

2. **Child Abuse Training Module**

Course members are to complete the online Child Abuse Recognition training module :
http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html.

If you have already completed the training module, you just need **to post your certificate (or evidence of completion on your teaching license) to BB.**

These are mandatory requirements and a course member will not pass the course without completing these assignments. The Certificate of Completion for the Child Abuse training and the Module 4 / Final Paper need to also be posted to BB.

3. **Dyslexia Awareness Module**

Course members are to complete the online **Dyslexia Awareness Module** available at
<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>

The certificate of completion will need to be posted to BB (in Assignment folder) in order to receive your final grade in the course.

4. **Reading Checks (16 reading check quizzes - 25 pts each/400 pts)**

At the end of *each lesson*, there is a reading check assignment. In most lessons, these checks are 5-10 multiple-choice questions (except Reading Check #2 and #16). The reading checks assess your understanding and recall of the chapter in the textbook you were assigned. *You may use your book or notes to help you complete these checks and you may take each up to 3 times.* **When you press**

“submit” there are no more tries.

5. Module Assignments (4 at 150 points each - 600 points total; all directions and rubrics posted on Blackboard)

Module assignments are a combination of independent and group work. **Modules 1 and 4** require students to write papers individually. The paper in **Module 1** is a personal philosophy statement. It also requires you to choose two activities from a list of community-based options. You will include a summary of the activities in your paper and a personal reflection. In **Module 4**, students must integrate information from all of their course experiences to write a paper about one the 13 disability areas listed under IDEA – **not a subcategory within a disability category.**

Assignments for **Modules 2 and 3** are slightly different. Once you complete the Module lessons, you will choose two disability areas from the Module (2 and 3) and:

1. Post your choices to the Discussion Board. (If there are already five students who have posted for a specific disability area, please choose another one.)
2. Once you have completed your worksheets for the Module (1 each in the high incidence disability category; and one in the low incidence disability category), you will post each to the relevant disability area Wikis.
3. After posting your worksheets in the disability groups, choose a DIFFERENT disability area Wiki, read over the postings, and comment on the group information provided.
4. Each comment should be posted to the group comment Wiki and include how the information related to at least one aspect of the Module.

N.B. PAY PARTICULAR ATTENTION TO RUBRICS. FOLLOW THE FORMAT OF THE ASSIGNMENTS (i.e., order of questions) AS WELL AS APA STYLE GUIDELINES

Other Assignments

Ensure that you have read not only the posted readings in the syllabus and online at Blackboard, **AND** also current articles, and other resources provided during the course by the professor or other course members. Please note that the module 1 assignment (Section 3) also includes a field experience.

Course Policies and Expectations

Attendance/Participation

Attendance. All instruction takes place online through Mason’s Blackboard Learning Management System. This is a 3-credit graduate level course. Traditional 3-credit courses across a 15- week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. This course includes the same amount of content as a traditional 15-week course. As you budget your time for the course, keep in mind the importance of allotting an appropriate amount of time for course preparation, reading assignments, lesson activity completion, and longer module assignments. **I would recommend you review the syllabus carefully and develop a schedule for yourself. Students have failed the course because they did not allocate time and ran out of it at the end. Please note that ALL work for the course must be**

completed by the end date given in the Course Schedule.

Participation. This is both an interactive and independent course that requires a high level of self-direction, communication, and problem solving on your part. You will learn from the material provided and from one another. You are responsible for all communication that occurs during the time of the course. Please check your Mason email frequently (or set it to forward to a preferred address), even after you have finished all components of the course. If something is missing or I need to contact you, I will send you communication through your Mason email. If you are having trouble finding something within the course or have content-based questions, please contact me. If you are having technical issues, please refer to the ITU Contact information in this syllabus.

Written Assignments. References, Sources and Cites

What is acceptable in this course

A good option for references/sources/cites is to **check the many online full text databases subscribed to by the University Libraries and available for free to all Mason students. The content in these databases have gone through an editorial process, have been peer-reviewed, the authors are identified along with their credentials and affiliations, they cite their sources, there is no advertising, the articles have dates so you know when it was written (or at least published).** This is the gold standard in this course. If you have a question about a source compare it to the highlighted statement in this paragraph.

What is not acceptable in this course

Cites/references from WebMD, Wikipedia, and other similar commercial online services are not acceptable in this class.

Late Work

You have a great deal of latitude to plan your time. No deadlines are set prior to **April 2** - the last day anyone can enroll in the course. **However, once that final enrollment period has been met, final deadlines are provided to support the successful completion of the course. During this period of final deadlines, late work will be accepted with a 10% per day point reduction. No work will be accepted after midnight EST on the final day of the course.**

Evaluation. Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module. Grades for most reading checks will be available immediately after you finish and will post to the Grade Center (My Grades in the left side navigation bar). For Module assignments (and some reading checks), I will grade the assignment and post the score you earned, and my comments to Grade Center. You can read the comments by clicking on the grade. 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.

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. **In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from sources, giving these source(s)**

credit - - remember plagiarism is stealing someone else's work – cite your sources completely.

The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association* (6th ed.). The citation for this manual is included in the section entitled, Recommended Texts. This is also called “APA Style.” For an online resource, see www.apastyle.org.

Specifically, assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations, and reference pages, etc. If you have questions about APA style/research etc., see the Library Folder in BB and contact Library contact who is working with the instructor on this course.

Grading Scale

As you can imagine, grading and feedback are among the most powerful tools in which a professor (and teacher) can communicate with university course members / students. They are interconnected tools that allow the professor to express what he thinks about a student’s learning, and a way to help a student make progress toward identified goals. In many ways it is a collaborative/constructivist way of learning.

In order to make use of grades and feedback, it is important that course members submit assignments in a timely manner.

If course members wait till the last minute to submit assignments, it will impact on the professor’s ability to respond fully to each submission – I will only be able to give a grade and not be able to give you feedback since the clock will be running toward the end date for the course. Please keep this in mind when you start the course and your assignments.

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

ALL WORK IS TO BE SUBMITTED IN WORD (not .pdf)

*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/>

Class Schedule

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

Date	Event/Assignment	Expectation
1/22	Course is open in Blackboard	Review syllabus, website, work on Discussion Board (DB) items.
1/22 - 5/14	Period of time in which to Complete all course components. You can complete entire course before any deadlines noted below. N.B. be mindful of the last 30 days schedule where there are deadlines and penalties	Review Blackboard site, work on all course components. Use deadlines list below as a checklist.
4/2	Final date for new students to enroll in course	Fixed Due Dates Start.
4/16	Introductory activities (e.g., Engage with Instructor, Introductory DB)	Due by midnight
4/16	<i>Child Abuse/Neglect Recognition Certificate and Dyslexia Awareness Certificate</i> completion (includes posting copies of both certificates to BB)	Due by midnight
4/23	Module 1 (includes all reading checks, field experience activities, and paper posted to Assignments Folder)	Due by midnight
4/30	Module 2 (includes all reading checks, selection of high-incidence disability area, completion of research worksheets and posting to Assignments Folder, posting/comments on wiki); Midpoint Survey	Due by midnight
5/7	Module 3 (includes all reading checks, selection of low-incidence disability area, completion of research worksheets, posting to Assignments Folder, and posting/comments on wiki)	Due by midnight
5/14	Module 4 (all reading checks, selection of disability area, completion of paper, and posting to Assignments Folder on BB)	Due by midnight

Date	Event/Assignment	Expectation
5/14	All assignments completed and posted Completion of course evaluation/final surveys	FINAL DUE DATE All Course Material submitted by midnight EST

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 follow the university policy stating that all sound emitting devices shall be turned off 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 for Module 4 Assignment (TK20 Assessment)

Module Assignment is an opportunity to show growth in your knowledge about learners with disabilities. You will **select one disability category – not a sub group of a disability** and through your **research** demonstrate your knowledge of (a) the characteristics, including etiology of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and family), and (d) how disability is similar and different to other types of disabilities (e.g., mild, severe, sensory).

Do not rely mainly on the book to complete this assignment. And sources must not be older than 5 years

To show growth and to meet competencies noted in the rubrics, you must combine what you learned from the following in a **RESEARCH paper**:

1. The coursework (e.g., lectures, videos, articles, and textbook readings),
2. The independent learning activities you have completed (e.g., IRIS modules, field experiences, wikis), and
3. The exploratory activity you completed in lesson 3 of this Module.

Paper Guidelines

Paper should be 5 to 10 pages. Format for paper is fairly flexible. You may choose to describe the characteristics and the impact of a selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and exploratory activity and explain how that connects with the content you have learned in the course. You can also come up with an alternative format of your choice. **Your writing should be clear and easy to understand. And you should have at least 5 references cited in APA format and sources must not be older than 5 years. Be sure to refer to grading rubric to make sure that you have addressed all required topics.**

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate with research to course materials and outside sources that you clearly understand the content you have learned. Regardless of how you choose to approach this assignment, your paper should address the following areas for the **disability category you have selected:**

A. Disability Category (not sub group of category) Characteristics

What are the characteristics of the disability you have selected to discuss, for example:

- What is its prevalence? Is it a high- or low- incidence disability?
- How is it diagnosed?
- What is its etiology
- Are physical/medical issues associated with this disability?
- Are there social or behavioral implications associated with this disability?
- What are the requirements related to identification and eligibility for placement for special education services under IDEA?

B. Learning Needs

How does the disability affect learning? For example:

- What areas of learning might be impacted by this disability?
- What teaching strategies might benefit learners with this disability?
- What FAPE, IEP, LRE etc) considerations might be needed?
- What accommodations might students with this disability need?
- Where might a student with this disability receive services? (Think LRE.)
- What skills will teachers need to work with students who have this disability?

C. Lifespan Issues (including Impact on Individual and Family)

How does having this disability impact an individual?

- What are 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 the 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?

D. Similarities and Differences to Other Disabilities

How is this disability similar and different to other disabilities (or other disability areas)? For example:

- Is there a difference in the prevalence of the chosen disabilities?
- What are differences in possible school placements for students with the selected disabilities?
- What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?

Note: For this category, you should contrast your selected disability with **TWO** other disabilities 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.

Grading Rubric

Requirement	Points
Disability Category (not a sub group of a disability) Characteristics Salient characteristics including etiology and history, of the disability are clearly described. Requirements related to identification and eligibility for placement for special education services under IDEA are included.	<u> /25 </u>

<p>Learning Needs Learning and social/community needs associated with the chosen disability are clearly described including relevant FAPE related considerations - LRE, IEP, etc are discussed.</p>	<p><u> </u> /25</p>
<p>Lifespan Issues (including Impact on Family) A clear description and discussion of the impact of the disability across the lifespan (home, community, school, post school, etc) is provided.</p>	<p><u> </u> /25</p>
<p>Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory). Is there a difference in the prevalence of the chosen disabilities?</p> <ul style="list-style-type: none"> • 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><u> </u> /25</p>
<p>Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities through writing and research. 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>	<p><u> </u> /40</p>
<p>APA Style Writing is clear and easy to understand and is research based. There are few to no grammar errors/typos. At least 5 references and citations are correctly reported/cited in APA format. APA/GMU paper format followed. Sources are not older than 5 years.</p>	<p><u> </u> /10</p>
<p>Total Points</p>	<p><u> </u> /150</p>

