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

Fall 2016
EDSE 501 612: Introduction to Special Education
CRN: 83390, 3 - Credits

Instructor: Liber L. Riccio, EdD	**Meeting Dates:** 09/12/16 - 12/12/16
Phone: 202 744 9775	**Meeting Day(s):** Asynchronous
E-Mail: lriccio@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: by phone/by arrangement	**Meeting Location:** NET

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description
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. Includes the impact of disabilities on academic, social, and emotional performances.
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other 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.

Nature of Course Delivery

Learning activities include the following:

1. Learning how to access and use Blackboard, and GMU email
2. Class lecture and discussion
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

DELIVERY METHOD:

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 course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on (**12 September 2016**).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/

EXPECTATIONS:
- **Course Week:**
  - ➢ **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on (<mark>**Monday**</mark>), and **finish** on (<mark>**Sunday**</mark>).
  - ➢ **Log-in Frequency**: Course members must actively check the course Blackboard site and their GMU email for communications from the instructor, <mark>at a minimum this should be 3 times per week.</mark>
- **Participation**: Course members are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Course members are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Course members should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. <mark>Remember, this course is **not** self-paced</mark>. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes
Upon completion of this course, 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.

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. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources
Access to the Internet, Blackboard, GMU email.

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

Course Relationships 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. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular content knowledge.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations

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

<u>What is acceptable in this course</u>

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 you   wish to use compare it to the highlighted statement in this paragraph.

<u>What is not acceptable in this course</u>

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 **October 31** - 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 – please 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 termed "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.*

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Abuse/Neglect Certificate and Final Paper* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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 (and school 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.

Grading Scale

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

PLEASE REMEMBER TO SUBMIT ALL WORK IN WORD (not .pdf

Assignments
    Performance-based Assessment (Tk20 submission required).
   1.   *Child Abuse Training Module*

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

   2.   *Module 4 Final Paper*
Module 4 Final Paper assignment is also a required assignment that must be also uploaded to

BB. Specific directions are posted on Blackboard.

     These are mandatory requirements and you 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.

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

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 the #16. These 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 one multiple times.* **When you press "submit" there are no more tries.**

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 disability area.

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 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, BUT also current articles, and other resources provided during the course by the professor or other course members.

Schedule

Date	Event/Assignment	Expectation
9/12	Course is open in Blackboard	Review syllabus, website, work on Discussion Board (DB) items.
9/12 - 12/12	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**	Review Blackboard site, work on all course components. Use deadlines list below as a checklist.
10/31	Final date for new students to enroll in course	Final Deadlines / Fixed Due Dates Start.
11/14	Introductory activities (e.g., Engage with Instructor, Introductory DB)	Due by midnight
11/14	Child Abuse/Neglect Recognition Certification completion (includes posting copy of certificate to BB)	Due by midnight
11/21	Module 1 (includes all reading checks, field experience activities, and paper posted to Assignments Folder)	Due by midnight
11/28	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
12/5	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
12/12	Module 4 (all reading checks, selection of disability area, completion of paper, and posting to Assignments Folder on BB)	Due by midnight
12/12	All assignments completed and posted Completion of course evaluation/final surveys	FINAL DUE DATE All Course Material submitted by midnight EST