



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

Spring 2017

EDSE 401 001: Introduction to Special Education

CRN: 10350, 3 – Credits

Instructor: Dr. Kelley Regan and Rachel Hammer	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-304-8801	Meeting Day(s): Wednesday
E-Mail: kregan@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By Appointment	Meeting Location: Fairfax, KH 14
Office Location: Finley	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.

Course Description

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services of and 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.

Schedule Type: LEC

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 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

Are you interested in learning more about careers in special education? Contact a special education advisor early in your program to make the most of your undergraduate program. Go to <http://gse.gmu.edu/special-education/advising/> to schedule a meeting.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe how educators and other professionals determine the difference between “normal” and “atypical” behaviors.
2. Describe the legal and historical development of the field of special education.
3. Describe various theoretical models and perspectives in the field of special education.
4. Describe research in etiological factors associated with all disability areas.
5. Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
6. Describe historical points of view and contribution of culturally diverse groups to the field of special education.
7. Describe the role of families in the educational process.
8. Describe past, present, and future models of assessment and intervention, including use of innovative technology.
9. Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
10. Examine ethical considerations for the treatment of all children.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner

development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Textbooks

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). *Exceptional learners: An introduction to special education*, 13th Edition. Upper Saddle River, NJ: Pearson. [with access card ISBN: 9780133570724]

Recommended Textbooks

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

Required Resources

Students must establish access to their Blackboard account. Presentations and supplementary material for the class will be posted on Blackboard and students must bring, to the class, a copy (printed or digital) of the materials for each class in order to take notes on the content of the class meeting

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, please let me know—we will work together on this item.]

Additional Readings

Additional readings may be posted on Blackboard under the class number from time to time. They must be printed or brought to the class via laptop as well as read ahead of each class in order for students to be able to actively participate in class discussions.

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 401, the required PBA is Abuse/Neglect Certificate and 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

Performance-based Assessment (Tk20 submission required)

1. **Child Abuse Training Module (150/1000)** (posted on Blackboard and Tk20) All students must complete the online Child Abuse Recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.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 Blackboard.

2. **Disability Specific Paper [Final Paper]** (posted on Blackboard and Tk20). Specific directions are provided within this syllabus and on Blackboard (150/1000 points).

College Wide Common Assessment (Tk20 submission required)

None

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

None

Other Assignments

3. **Class Attendance and Participation [15 sessions at 5 points each = 75/1000 points]** - Class attendance and participation (e.g. discussion, asking questions, taking notes, etc.) is pivotal to the learning community. Therefore, students are expected to arrive on time, be present for each session and participate by engaging with the content of the class.

4. **Journal Reflections [15 chapters at 5 points each = 75/1000 points]** – This activity is designed for you to reflect on your own learning. This assignment is due before the next class meeting. These reflections are your own and are to represent your own reflections on both the readings and the class. You are expected to post a minimum of 1 paragraph per week to your discussion journal (5-8 sentences). In your journal entries you should address the current week's reading, any thoughts or questions you may have, any connections you may have to the readings, or any opinions you may have on the current topic. Your questions and excerpts may be used in class for class discussion. On days when two chapters are due for reading, two separate paragraphs must be turned in for that day.

5. **In-Class Activities [10 points per week x 15 weeks = 150/1000 points]** - Participation including in-class exploratory learning activities (e.g. journaling, knowledge acquisition/demonstration, and interactive activities, etc.) is pivotal to the learning community. Therefore, from-time-to-time in class activities will be assigned to enhance the learning environment. Students are expected to participate in such activities.

6. **Philosophy of Education Paper [submitted to Blackboard (150/1000 points)]** - This paper serves as a reflective paper that utilizes personal experiences, knowledge gained, readings, the field experience 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 (page limit does not include references, title page, etc.). For a complete description, please see the Appendix.

7. Disability Specific Poster Presentation [delivered in class (100/1000 points)] -

This assignment is reflective of the knowledge gained in the course and the content of the final paper. This presentation should be on a single piece of poster board and cover (a) the characteristics of the disability that you selected, the learning needs of the individuals with the disability that you selected, (b) lifespan issues related to the disability that you selected, and (c) how the disability (that you selected) is similar and different to other types of disabilities. Please be as creative as possible. Outside of covering a-c, this assignment is flexible. Have fun with this assignment! This assignment will be further discussed in class and a rubric will be given prior to the assignment due date.

8. VIRTUAL Blackboard Final Exam [150/1000 points] - Since this class is a foundational course upon which future content and classroom experiences are based, this course will include a VIRTUAL BLACKBOARD final exam in order to assess your knowledge and prepare you for engaging in the field of special education. Notes about the VIRTUAL EXAM are as follows:

This exam may be taken ONCE anytime between 5/3 at 7:30 PM and 5/10 (must be completed by 7:30 PM on 5/10—please manage your time appropriately)

The instructor will be available for assistance prior to the closing of the exam

The instructor will have a dedicated help time between 4:30 and 7:30 on 5/10 (I can't give you the answers, but if you are confused or have a technical problem – CALL ME)

If you would like a paper-based version of the exam, please let the instructor know no later than 5/3 – if you select this option you must report to the professor's office to complete the exam on 5/10 at 4:30 and must turn-it in by 7:30 PM

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are an important part of this class. Attendance points will be given each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class, through group and individual work and/or by a roll-call. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. **If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent/arrive early/leave early.** 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. Regardless of the reason for absence, it is still the student's responsibility to make arrangements to obtain notes, handouts,

and lecture details from another student and make-up activities from that class session (In Class Activities, etc.). Attendance points missed without instructor contact before class cannot be made up! Any absences beyond the “grace” absence will result in weekly points lost, which cannot be made up.

Late Work

All assignments should be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignment(s).

NOTE: No late work will be accepted for the Final Exam or Final Paper Poster Presentation.

Late assignments are subject to following penalties: ◊ 5% deduction – up to 3 days late ◊ 10% deduction – 4-7 days late ◊ 25% deduction – 8 or more days or late (until last class before exam) [no work will be accepted after this date]

ALL ASSIGNMENTS MUST BE TURNED IN BY THE DATE OF THE FINAL EXAM. NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER THIS TIME. FAILURE TO TURN-IN PERFORMANCE-BASED ASSIGNMENTS WILL RESULT IN AN INCOMPLETE (IN) FOR THE COURSE

Grading Scale

Grading Scale 95-100% = A 90 - 94% = A- 87 - 89% = B+ 84 - 86% = B 80 - 83% = B- 77 - 79% = C+ 74 - 76% = C 70 - 73% = C- 60 - 69% = D < 60% = F

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 <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

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

Date	Topic(s) Scheduled	Assignment(s) Due
1/25	Introduction to Course, Syllabus, and Course Expectations	None
2/1	<p>Exceptionality and Special Education</p> <ul style="list-style-type: none"> • Who is the Exceptional Learner • Disability Prevalence • History of the Special Education Field <p>Current Practices for meeting the Needs of Exceptional Learners</p> <ul style="list-style-type: none"> • Evaluation and Identification • Inclusion • Least Restrictive Environment • Universal Design 	Read Chapters 1 & 2
2/8	<p>Multicultural and Bilingual Aspects of Special Education</p> <ul style="list-style-type: none"> • Assessment of Diverse Populations • Multicultural Instruction 	Read Chapter 3
2/15	<p>Parents and Families</p> <ul style="list-style-type: none"> • Disability – Impact on the Family • Family-Centered Approach 	Read Chapter 4
2/22	<p>Learners with Intellectual and Developmental Disabilities</p> <ul style="list-style-type: none"> • Causes • Identification • Characteristics • Assessment and Educational Considerations 	Read Chapter 5 <p><i>Child Abuse Awareness Certificate Due by 11:59PM on 2/22 to Blackboard</i></p>
3/1	<p>Learners with Learning Disabilities and ADHD</p> <ul style="list-style-type: none"> • Causes • Identification • Characteristics • Assessment, Educational, & Medication Considerations 	Read Chapters 6 & 7

3/8	Learners with Emotional and Behavioral Disorders <ul style="list-style-type: none"> • Causes • Identification • Characteristics • Assessment and Educational Considerations • Service Delivery Models 	Read Chapter 8
3/15	SPRING BREAK NO CLASS	
3/22	Learners with Autism Spectrum Disorders <ul style="list-style-type: none"> • Causes • Identification • Characteristics • Assessment and Educational Considerations 	Read Chapter 9 <i>Philosophy of Education Paper Due by 11:59 PM on 3/22 to Blackboard</i>
3/29	Learners with Communication Disorders and Who Are Deaf and/or Hard of Hearing <ul style="list-style-type: none"> • Speech Disorders • Language Disorders • Anatomy of the Ear • Causes • Identification • Characteristics • Assessment and Educational Considerations 	Read Chapters 10 & 11
4/5	Learners with Blindness or Low Vision <ul style="list-style-type: none"> • Anatomy of the Eye • Causes • Identification • Characteristics • Assessment and Educational Considerations 	Read Chapter 12
4/12	Learners with Low-Incidence, Multiple, and Severe Disabilities <ul style="list-style-type: none"> • Traumatic Brain Injury • Deaf-Blindness • Augmentative/Alternative Communication • Educational Considerations 	Read Chapter 13
4/19	ONLINE CLASS- CEC CONVENTION	TBA
4/26	Learners with Physical Disabilities, Other Health Impairments, & Gifted and Talented <ul style="list-style-type: none"> • Neuromotor Impairments • Orthopedic & Musculoskeletal Disorders • Prosthetics, Orthotics, and Adaptive Devices for Daily Living • Origin of Giftedness • Educational Considerations 	Read Chapters 14 & 15 <i>Final Paper due by 11:59pm on Blackboard</i>
5/3	Final Presentations and Final Class	<i>Final Presentations in Class</i>
5/10	VIRTUAL Final Exam – DUE BY 7:30 PM <ul style="list-style-type: none"> • This exam may be taken ONCE anytime between 5/3 at 7:30 PM and 5/10 (must be completed by 7:30 PM on 5/10—please manage your time 	<i>FINAL EXAM DUE AT 7:30PM</i>

	<p>appropriately) • The instructor will be available for assistance prior to the closing of the exam • The instructor will have a dedicated help time between 4:30 and 7:30 on 5/10 (I can't give you the answers, but if you are confused or have a technical problem – CALL OR EMAIL ME) • If you would like a paper-based version of the exam, please let the instructor know no later than 5/3 – if you select this option you must report to the professor's office to complete the exam on 5/10 at 4:30 and must turn-it in by 7:30 PM</p>	

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	Indicates clear understanding of learning needs (academic, social, and/or behavioral as appropriate) associated with the chosen disability. Demonstrates understanding of IEP considerations for	Includes all criteria for “Meets Competency.” In addition, indicates a clear understanding of teaching practices

	disability is missing or inaccurate.	learners with the disability (e.g., least restrictive environment; academic, social, and/or behavioral services; related services; transition needs, etc.).	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 <u>2</u> 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 <u>2</u> 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.

Appendix

EDSE 401/501

Final Paper (Blackboard/TK20 Assignment)

The final paper is an opportunity to show growth in your knowledge about learners with disabilities. You will select one disability area and demonstrate your knowledge of (a) the characteristics 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 the family), and (d) how the disability is similar and different to other types of disabilities (e.g., mild, severe, sensory). To show this growth you will combine what you have learned from coursework (lectures, discussions, articles, and textbook readings) with independent learning activities (IRIS modules, field experiences, and exploratory activities). Your independent learning activities will include the following:

1. **The IRIS module *Perceptions of Disability*** located at <http://iris.peabody.vanderbilt.edu/da/chalcycle.htm>

Start the module at “CHALLENGE.” Answer the questions under the headings of “Challenge,” “Assessment,” and “Wrap Up.”

2. **At least one field experience** designed to further your understanding on the impact of a disability on a student’s learning, his/her family, and his/her school experience. These experiences might include:
 - a. Observation of a student with a disability. If you are already teaching, take this opportunity to explore a disability with which you are less familiar (in other words, do not observe your own classroom).
 - b. Interview of a parent, administrator, or teacher of a student with a disability.
 - c. Completion of additional IRIS modules (<http://iris.peabody.vanderbilt.edu/resources.html>)
 - d. Other instructor approved activity.

Note: Most students in this class make arrangements on their own for the field based activity (e.g., observing in a school where they are working, interviewing someone they already know who is a teacher or parent of a child with a disability, making arrangements with a peer in class, or completing additional IRIS modules). Contact your instructor if you have questions.

3. **At least one exploratory activity** designed to better understand the experience of having a disability. These activities might include watching a full length movie or several

episodes of a television show, reading a book (e.g. fictional/memoir), or reviewing how disability is represented in the media that help you explore of the impact of a disability on a person's life. Your exploratory activity sources might include:

- a. Movies
- b. Television
- c. Books
- d. Media (e.g., newspapers, Internet)

Please see Blackboard for the list generated on the first night of class. You may also choose to visit the following websites for ideas:

http://iris.peabody.vanderbilt.edu/resource_TOOL_film/film.html

http://iris.peabody.vanderbilt.edu/resource_TOOL_irismedia/irismedia.html

<http://www.nlcdd.org/resources-books-movies-disability.html>

<http://lits.columbiasc.edu/edenslibrary/disabilities.htm>

Paper Guidelines

Your paper should be 5 to 10 pages. The format for the paper is fairly flexible. You may choose to describe the characteristics and the impact of the 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. However, please be sure to refer to the grading and Blackboard/TK20 assignment rubrics 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 that you clearly understand the important content you have learned. Regardless of how you choose to approach this assignment, your paper should address the following areas:

A. Disability Characteristics

What are some characteristics of the disability, for example:

- What is its prevalence? Is it a high- or low- incidence disability?
- How is it diagnosed?
- Are physical/medical issues associated with this disability?
- Are there social or behavioral implications associated with this disability?

B. Learning Needs

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 IEP considerations might be needed?
- What accommodations might students with this disability need?
- Where might a student with this disability receive services? (Think LRE.)
- What skills will teachers need to work with students who have this disability?

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

How does having this disability impact an individual? For example:

- 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 family? For example:

- 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).

E. Appendices

In addition, you should provide the following artifacts within an appendix:

- 1) Your response to the **required IRIS module**- Perceptions of Disability
- 2) Evidence of your chosen **field experience**.
 - This might include notes from an interview, drawings/notes from a classroom observation, responses to a relevant IRIS module (other than Perceptions of Disability), etc.
- 3) Evidence of completion of at least one **exploratory activity** related to how disability is portrayed in the media:
 - **Movie(s):** Evidence would include the name of the movie, the date the movie was watched, a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
 - **Television:** Evidence would include the name of the television show(s), all dates shows were watched, a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection of all shows that makes connections to the course lectures and readings.

- **Book:** Evidence would include the name of the book, an indication of the type of book (fiction, biography, junior fiction), a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
- **Media:** Evidence would include a log of the title of each article, the date it was located, a brief description of the content of the article (including type(s) of disability portrayed), and a personal reflection of all articles that makes connections to the course lectures and readings.

Note: Appendices do not need to be typed.

Grading Rubric

Requirement	Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	<u> /30</u>
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	<u> /30</u>
Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	<u> /30</u>
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).	<u> /30</u>
Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).	<u> /15</u>
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	<u> /15</u>
Total Points	/150

Philosophy of Education Grading Rubric

<p><i>My ideas about special education</i></p> <p>(45 Points)</p>	<ul style="list-style-type: none"><input type="checkbox"/> What is a disability?<input type="checkbox"/> How should a disability be handled in/by society?<input type="checkbox"/> How should students with disabilities be treated in schools, colleges, and the workplace?<input type="checkbox"/> What should the education of students with disabilities look like?<input type="checkbox"/> What ethical considerations may I face as a special educator?<input type="checkbox"/> Include a rationale for your ideas. This should be an honest description of your ideas at this moment in time.
<p><i>My ideas about my role as an educator</i></p> <p>(45 Points)</p>	<ul style="list-style-type: none"><input type="checkbox"/> Who are the students I serve or will serve? Will I serve students with disabilities?<input type="checkbox"/> How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?<input type="checkbox"/> What are some barriers to meeting these unique needs?<input type="checkbox"/> What is one goal for myself related to this course? <p>(Many of you are not in the classroom yet, however, think about your role as a future educator and how you may interact with students with disabilities in the future. If you do not intend on becoming an educator, describe how your future profession may work with children or adults with disabilities.)</p>

<p>[HANDS-ON EXPERIENCE]: <i>Summary of activities and their effect on your philosophy (choose 1 of the following; observations should be at least 1 hour each)</i></p> <p>(50 Points)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Interviewing a parent of an individual with a disability (MUST BE APPROVED BY INSTRUCTOR)</i> <input type="checkbox"/> <i>Interviewing an individual with a disability (MUST BE APPROVED BY INSTRUCTOR)</i> <input type="checkbox"/> <i>Attending a meeting related to disability issues (e.g., special education advisory board meeting for a school),</i> <input type="checkbox"/> <i>Visiting a PEATC center or other school or community resource center,</i> <input type="checkbox"/> <i>Talking with someone you know who works with individuals with disabilities (including potentially individuals who work with the LIFE program on Mason's campus),</i> <input type="checkbox"/> Completion of additional IRIS modules (http://iris.peabody.vanderbilt.edu/resources.html) <input type="checkbox"/> An exploratory activity designed to better understand the experience of having a disability. These activities might include watching a full-length movie or several episodes of a television show, reading a book (e.g. fictional/memoir), or reviewing how disability is represented in the media that help you explore of the impact of a disability on a person's life. Your exploratory activity sources might include:
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	<input type="checkbox"/> Movies <input type="checkbox"/> Television <input type="checkbox"/> Books <input type="checkbox"/> Media (e.g., newspapers, Internet) <input type="checkbox"/> Other instructor approved activity
<i>APA style formatting (10 points)</i>	<i>e.g., cover page, pagination, headings, grammar, and spelling – See APA manual for specifics</i>
	TOTAL- 150 Points

Poster Presentation Rubric

(We will fill out specifics of the rubric as a class 1-2 weeks ahead of the due date)

Information-20 points	
Style/Creativity-10 points	
Clarity/Detail-20 points	
Presentation- 50 points	

Total: 100 points