



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

Summer 2017

EDSE 401 C01: Introduction to Special Education

CRN: 40362, 3 – Credits

<b>Instructor:</b> Dr. Kristen O'Brien	<b>Meeting Dates:</b> 6/26/2017 – 7/29/2017
<b>Phone:</b> 703-993-3917 (Office phone)	<b>Meeting Day(s):</b> Tuesday, Thursday, Saturday
<b>E-Mail:</b> kmerril2@gmu.edu	<b>Meeting Time(s):</b> TR, 3:45 pm - 6:45 pm; S, 8:30 am – 11:30 am
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, KH 14
<b>Office Location:</b> Finley 208-B	<b>Other Phone:</b> N/A

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

**Prerequisite(s)** None

**Co-requisite(s)** None

**Course Description**

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances.

**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 ed.* Upper Saddle River, NJ: Pearson.

## **Recommended Textbooks**

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

## **Required Resources**

Students will need computer access to Blackboard and GMU's online library to access additional resources and to complete course assignments. Class presentations and

supplementary materials will be posted on Blackboard, and students should bring a copy (printed or digital) of the materials needed for the class to take notes on the content.

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

### **Additional Readings**

Additional readings may be posted on Blackboard as assigned.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 401, the required PBA is the 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)**

- A. **Disability Specific Paper [Final Paper] (250 points):** This final paper is posted on Blackboard AND Tk20. Directions for the paper are provided in the Appendix and on Blackboard. More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.

#### **College Wide Common Assessment (Tk20 submission required)**

None

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

- B. **Child Abuse Training Module (100 points):** All students must complete the online Child Abuse Recognition training module available at [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cwse5691/story\\_html5.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html). If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to the designated location on Blackboard. More information about this assignment will be posted on Blackboard and discussed in class.
- C. **Dyslexia Awareness Module (100 points):** All students must complete the online Dyslexia Awareness Module available at <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. This is a mandatory requirement and you will not pass the class without completing this assignment. After completing the module, you will print/save a copy of the certificate of completion for verification. The certificate of completion will need to be posted to Blackboard to receive your final grade in the course. More information about this assignment will be posted on Blackboard and discussed in class.

### **Other Assignments/Fieldwork Experience**

- D. **Philosophy of Education Paper (150 points):** This paper serves as a reflective paper that utilizes personal experiences, knowledge gained, readings, applied experiences and other items to develop one's individual philosophy or approach to special education. This work should be as reflective as possible and should be at least 2 pages in length and not exceed 6 pages (not including references, title page, etc.). More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.
- E. **Disability Specific Presentation (120 points):** This assignment is reflective of the knowledge gained in the course and the content of the final paper. This presentation will be given in class and will cover (a) the characteristics of the disability that you selected, (b) the learning needs of the individuals with the disability that you selected, (c) lifespan issues related to the disability that you selected, and (d) how the disability (that you selected) is similar to and different from other types of disabilities). Please be as creative as possible. Outside of covering a-d, this assignment is flexible. Have fun with this assignment! More information about this assignment (including the grading rubric) will be posted on Blackboard and discussed in class.
- F. **VIRTUAL Blackboard Final Exam (150 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 to assess your knowledge and prepare you for engaging in the field of special education. Please note the following about the VIRTUAL final exam:

- The exam may be taken ONCE any time between 7/27 (available beginning at 7:30 pm) and 7/29 (exam due by 11:30 am). Please manage your time appropriately.
- The instructor will be available for assistance prior to the closing of the exam.
- There will be a dedicated help time from 8:30 am – 11:30 am on 7/29. The help time is for technical assistance only. I cannot help you answer the questions.
- If you would like a paper-based version of the exam, please let the instructor know no later than 7/25. If you select this option, you must report to the instructor's office to complete the exam on 7/29 at 8:30 am and it must be turned in by 11:30 am.

More information about the final exam will be posted on Blackboard and discussed in class.

**G. Class Attendance and Activity Participation (10 points per class x 13 classes = 130 points):** Students earn points during each class session for class attendance and participation (e.g., engaging in discussion, asking questions, taking notes, etc.). Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students will be expected to be prepared for class (e.g., complete readings prior to class, bring necessary materials or assignments) and to actively participate in in-class activities (e.g., discussions, journaling, knowledge acquisition/demonstration, interactive activities, etc.). Please note that you must be in class to earn points for attendance and in-class activities; points missed due to absences, late arrivals to class, or early departures from class cannot be made up.

## **Course Policies and Expectations**

### **Attendance/Participation**

Class attendance and participation are an important part of this class and critical for course competence. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Students earn attendance and participation points each class; these points can only be earned if the student is in attendance and actively participates in class activities. Please notify me in advance by email or phone if you will not be able to attend class. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. When absence from class is unavoidable, it is the student's responsibility to make arrangements to

obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. *Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up.*

Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be *fully* present in class 😊

### **Late Work**

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. Note that late work **will NOT be accepted** for the Final Exam or the Disability Specific Presentation. For all other assignments (i.e., Child Abuse Training Module, Dyslexia Awareness Module, Final Paper, and Philosophy of Education Paper), **for every 24-hour period that an assignment is late, a 5% point deduction will occur**. After one week from the due date (or until the last class session on 7/27, whichever comes first), assignments will not be accepted.

**Other than the final exam (which is due by 11:30 am on Saturday 7/29, NO late assignment submissions will be accepted after the last class session (Thursday, 7/27 by 3:45 pm). Failure to turn in Performance-Based Assignments will result in an Incomplete (IN) for the course.**

### **Communication**

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

### **Grading Scale**

<b>Letter Grade</b>	<b>% of Points</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%

C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	< 60%

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. You can use the following self-monitoring chart to track your performance throughout the semester.

<b>EDSE 401 Self-Monitoring Course Performance</b> <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
A. Disability Specific Paper [Final Paper]		250
B. Child Abuse Training Module		100
C. Dyslexia Awareness Module		100
D. Philosophy of Education Paper		150
E. Disability Specific Presentation		120
F. VIRTUAL Blackboard Final Exam		150
G. Class Attendance and Activity Participation		130
<b>Total</b>	<b>Total points earned _____</b>	<b>1000</b>
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div>_____ / 1000 = _____ %</div> <div style="font-size: small;">Total points earned / Total points possible = Grade</div> </div>	

**\*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.

### Class Schedule

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

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Class #1 T 6/27	Introduction to Course, Syllabus, and Course Expectations	None	
Class #2 R 6/29	Exceptionality and Special Education Current Practices for Meeting the Needs of Exceptional Learners	Ch. 1 & 2	
Class #3 S 7/1	Multicultural & Bilingual Aspects of Special Education Parents and Families	Ch. 3 & 4	
T 7/4	No Class GMU Holiday		
Class #4 R 7/6	Visit to Kellar Library in Finley APA Style Review Learners with Intellectual & Developmental Disabilities	Ch. 5	Plan for Final Paper Due by 3:45 pm
Class #5 S 7/8	Online class: Child Abuse Training Module Dyslexia Awareness Module	None	<b>Child Abuse Training Module &amp; Dyslexia Awareness Module</b> Due by 11:59 pm
Class #6 T 7/11	Learners with Learning Disabilities and ADHD	Ch. 6 & 7	<b>Philosophy of Education Paper</b> Due by 3:45 pm
Class #7 R 7/13	Learners with Emotional and Behavioral Disorders IEPs	Ch. 8	
Class #8 S 7/15	Learners with Autism Spectrum Disorders	Ch. 9	
Class #9 T 7/18	Learners with Communication Disorders and Who Are Deaf and/or Hard of Hearing	Ch. 10 & 11	
Class #10 R 7/20	Learners with Blindness or Low Vision	Ch. 12	
Class #11 S 7/22	Learners with Low-Incidence, Multiple, & Severe Disabilities	Ch. 13	
Class #12 T 7/25	Learners with Physical Disabilities, Other Health Impairments, & Gifted and Talented	Ch. 14 & 15	<b>Final Paper</b> Due by 3:45 pm
Class #13 R 7/27	Presentations		<b>Disability Specific Presentation</b> Due by 3:45 pm

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Class #14 S 7/29	<p>VIRTUAL Blackboard Final Exam due by 11:30 am</p> <ul style="list-style-type: none"> <li>• The exam may be taken ONCE any time between 7/27 (available beginning at 7:30 pm) and 7/29 (exam due by 11:30 am). Please manage your time appropriately.</li> <li>• The instructor will be available for assistance prior to the closing of the exam.</li> <li>• There will be a dedicated help time from 8:30 am – 11:30 am on 7/29. The help time is for technical assistance only. I cannot help you answer the questions.</li> <li>• If you would like a paper-based version of the exam, please let the instructor know no later than 7/25. If you select this option, you must report to the instructor's office to complete the exam on 7/29 at 8:30 am and it must be turned in by 11:30 am.</li> </ul>		<b>VIRTUAL Blackboard Final Exam</b> Due by 11:30 am

### **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

[tk20help@gmu.edu](mailto: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/>.

- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

## Assessment Rubric(s)

### Blackboard/TK20 Final Paper Evaluation Rubric

Your final paper will be evaluated based on the following rubric for accreditation purposes. 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.

	<b>1 Does Not Meet Competency</b>	<b>2 Meets Competency</b>	<b>3 Exceeds Competency</b>
<b>Disability Characteristics</b>	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.

<b>Learning Needs</b>	Information on learning needs (academic, social, and/or behavioral as appropriate) associated with the chosen disability is missing or inaccurate.	Indicates clear understanding of learning needs (academic, social, and/or behavioral as appropriate) associated with the chosen disability. Demonstrates understanding of IEP considerations for learners with the disability (e.g., least restrictive environment; academic, social, and/or behavioral services; related services; transition needs, etc.).	Includes all criteria for “Meets Competency.” In addition, indicates a clear understanding of teaching practices that are effective for students with the chosen disability.
<b>Lifespan Issues (including Impact on Family)</b>	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.).
<b>Relationship to other Disabilities</b>	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

Please note that all grading rubrics will be posted on Blackboard. The following Appendix includes information on the two papers in the course, which will be discussed in class and posted on Blackboard.

### EDSE 401/501

#### Final Paper (Blackboard and 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, applied 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 applied 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 applied experience (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. If you would like to complete an applied experience in a K-12 school setting (and you don’t have your own contacts), please discuss this with me. Please do **NOT** make “cold calls” to schools/families asking to observe or interview.

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_film/film.html)

[http://iris.peabody.vanderbilt.edu/resource TOOL irismedia/irismedia.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 applied experience and exploratory activity. You may choose to describe meaningful experiences from your applied 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 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 to and different from 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 **applied 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.

## Final Paper Grading Rubric

Requirement	Points
<b>Disability Characteristics</b> Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	____ / 50
<b>Learning Needs</b> Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	____ / 50
<b>Lifespan Issues (including Impact on Family)</b> A clear description of the impact of the disability across the lifespan is provided.	____ / 50
<b>Similarities and Differences to Other Disabilities</b> The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).	____ / 50

<b>Information Synthesis</b> Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, applied experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).	____ / 30
<b>APA Style</b> Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	____ / 20
<b>Total Points</b>	____ / 250

### EDSE 401/501 Philosophy of Education Paper

Given your previous experiences and the material you have read, write at least a two-page but no more than six-page description of your personal philosophy of special education, citing any sources you use. For the philosophy statement, address the following questions (and any others you feel necessary) in a narrative format:

#### *Part one: My Ideas about special education*

- What is a disability?
- How should a disability be handled in/by society?
- How should students with disabilities be treated in schools, colleges, and the workplace?
- What should the education of students with disabilities look like?
- What ethical considerations may I face as a special educator?

Include a rationale for your ideas. This should be an honest description of your ideas at this moment in time (not just a description of what can be found in the text).

#### *Part two: My Ideas about my role as an educator*

- Who are the students I serve or plan to serve? Will I serve students with disabilities?
- How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?
- What are some barriers to meeting these unique needs?
- How does my personal identity and privilege play into my role as an educator?
- What is one goal for myself related to this course?

### Philosophy of Education Grading Rubric

Requirement	Points
<b>Ideas about Special Education</b> Salient characteristics of special education and writer's ideas/opinions are clearly described. The following bullet points are clearly and succinctly addressed:	____ / 45

<ul style="list-style-type: none"> <li>• What is a disability?</li> <li>• How should a disability be handled in/by society?</li> <li>• How should students with disabilities be treated in schools, colleges, and the workplace?</li> <li>• What should the education of students with disabilities look like?</li> <li>• What ethical considerations may I face as a special educator?</li> </ul> <p>A rationale for the writer's ideas is included.</p>	
<p><b>Ideas about Role as an Educator</b></p> <p>Educator's ideas in relation to the role are clearly described. The following bullet points are clearly and succinctly addressed:</p> <ul style="list-style-type: none"> <li>• Who are the students I serve or plan to serve? Will I serve students with disabilities?</li> <li>• How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?</li> <li>• What are some barriers to meeting these unique needs?</li> <li>• How does my personal identity and privilege play into my role as an educator?</li> <li>• What is one goal for myself related to this course?</li> </ul>	<p>____ / 45</p>
<p><b>Information Synthesis</b></p> <p>Student demonstrates goals and areas of personal growth in knowledge about learners with disabilities and as an educator. Student integrates what has been learned through experiences and other coursework. Student goes beyond "surface" when discussing ethical considerations, identity, and progress toward goals.</p>	<p>____ / 35</p>
<p><b>APA Style</b></p> <p>Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.</p>	<p>____ / 25</p>
<p><b>Total Points</b></p>	<p>____ / 150</p>