



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

Fall 2021

EDSE 501: Introduction to Special Education

Section: DL2; CRN: 71759

Section: P01; CRN: 86939

3 – Credits

Instructor: Dr. Linda Mason	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 571-424-0822	Meeting Day(s): N/A
E-Mail: lmason20@gmu.edu	Meeting Time(s): N/A
Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: 208A 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.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Course Overview

EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment,

evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Students will examine the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take? Students planning to complete a program should apply as soon as possible. Apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

Learning activities include the following:

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

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by Monday, August 23rd at 8:00AM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

1. Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Note: The final paper is due on a Friday.
2. Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
3. Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload:
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

7. Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Analyze how educators and other professionals address the variance between “typical” and “atypical” behaviors across the lifespan.
2. Distinguish characteristics of children and youth with disabilities across all IDEA categories relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
3. Interpret information on individual differences and formulate ways to create meaningful learning experiences and interaction opportunities for all students.
4. Discuss current regulations governing special education policies and practices including rights, responsibilities, and legal status of all parties within the context of schools and communities.
5. Analyze historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice within the context of organized public education in the United States.
6. Examine legal aspects of special education regarding litigation, legislation, and expectations associated with the identification, education, and evaluation of students with disabilities.
7. Explain the etiological factors and medical aspects associated with various disabilities.
8. Summarize and evaluate past, present, and future models of assessment and intervention, including use of innovative technology.
9. Illustrate how principles of learning influence the selection of relevant, appropriate, and culturally responsive materials for all learners (e.g., gifted, English learners, students with disabilities).
10. Identify individual needs such as dyslexia and related evidence-based practices for

intervention.

11. Evaluate the dynamic influence of family systems relative to the education of students with disabilities.
12. Evaluate the dynamic influence of culture and environmental settings relative to the education of students with disabilities.
13. Consider ethical considerations for the treatment of all children within the context of professional standards of practice.
14. Recognize child abuse and implement research-based interventions to address abusive and traumatic situations.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Texts

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2018). *Exceptional Learners: An introduction to special education*, 14th ed. Pearson.

Recommended Texts

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

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 501, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE).

Assignments and/or Examinations

Performance-based Assessment

N/A

College Wide Common Assessment

The required college-wide common assessment in EDSE 501 is the dispositions self-assessment. Towards the beginning of their licensure programs, all teacher candidates complete a self-rating of dispositions, which reflect one's attitudes and deeply held beliefs. The self-assessment will be an online survey, which can be accessed via the Assessments page of the course Blackboard site; the self-assessment is at the end of Week 15. The self-assessment has 12 items that ask you to reflect on your professional responsibility, collaboration and leadership, cultural responsiveness, and high expectations for learning. Please note that teacher candidates at the beginning of their programs may not rate themselves as proficient or highly proficient in all areas, as they may not have had opportunities to demonstrate those skills; as such, the initial self-assessment of dispositions is an opportunity for you to (a) learn about professional dispositions, (b) engage in reflection on your dispositions, and (c) identify opportunities for future growth. In addition to this initial self-rating in EDSE 501, your dispositions will also be assessed at least 2 other times during your program: a mid-point self-rating during a designated course (EDSE 627, EDSE 661, and EDSE 616) and an instructor-rated evaluation by a university supervisor during internship (EDSE 783, EDSE 784, and EDSE 785). In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. For more information on dispositions, see <https://cehd.gmu.edu/epo/candidate-dispositions>.

Other Assignments

- This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons, a module assignment, and a self-reflection. Each lesson includes a reading, lecture, video or media component, and a reading check.
- At the end of each lesson, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the chapter in the textbook you were assigned. You may use materials such as books or notes to help you complete these checks, but **you may take each reading check no more than twice**.
- Please see the course schedule in this syllabus for an outline of all course assignments.
- **Module Assignments** – See the Assignments tab in Blackboard for detailed directions. Below is a brief summary of the four major assignments.

Assignment Summary

Course Action Items	Possible Points	Points Earned
Beyond The Modules Activities Professional Child Abuse Training Dyslexia Awareness Module	REQUIRED for a passing grade in the course. 50 points each for a total of 100	
Reading checks	25 points each for a total of 400	
Module Self-Reflections	25 points each for a total of 100	
Module 1 Assignment	100 points	
Module 2 Assignment	75 points	
Module 3 Assignment	75 points	
Module 4 Assignment - see Final Paper Rubric in Syllabus Appendix	150 points	
TOTAL POINTS FOR COURSE	1000 points	

Modules 1 and 4 require students to write two to four page papers individually.

- The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper.

- In Module 4, you must choose a topic related to special education, research the topic, and write about it. You will likely use information from the other module assignments to inform the final paper.

Modules 2 and 3 are intended to help you collect information from multiple types of sources to dig deeper into one disability group for each. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the modules focus.

Course Policies and Expectations

Attendance/Participation

N/A Online Course Site Open 8/23/2021 - 12/15/2019

Late Work

Work can be turned in early, but all late work will receive a 10% deduction off the resulting grade for each calendar day. (For example, a student will lose 2.5 points or 10% off a 25 point reading check each day the reading check is late. So if a student turned the reading check in one day late and earned a 20 out of 25, their final grade would be 17.5.)

Grading Scale

To compute final course grades divide “earned points” by “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 70-76%	F = > 70%
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***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

	Topic	Deliverables	Due Dates: Submit by 11:59 PM
Week 1	<i>Course Overview</i> - Review the syllabus and Blackboard site AND make sure you have ordered the required textbook -Review Instructor’s Introduction in Discussion Board	1. Introduce Yourself in Discussion Board	All week 1 activities due: Sunday, 8/29
Week 2	<i>Beyond the Modules</i> -Complete the Child Abuse Training -Complete the Dyslexia Awareness Module	1. Child Abuse Training Certificate http://www.dss.virginia.gov/family/cps/mandated-reporters/cwse5691/story_html5.html 2. Dyslexia Awareness Module http://www.doe.virginia.gov/teaching/licensure/index.shtm	All week 2 activities due: Sunday, 9/5

Week 3	<i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i> Lesson 1: History of Special Education and Disability Lesson 2: Legislation	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	All week 3 activities due: Sunday, 9/12
Week 4	<i>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</i> Lesson 3: Issues and Services	1. Lesson 3 Reading Check 2. Module 1 Assignment 3. Self-Reflection 1	All week 4 activities due: Sunday, 9/19
Week 5	<i>Module 2: Higher Incidence Disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	All week 5 activities due: Sunday, 9/26
Week 6	<i>Module 2: Higher Incidence Disabilities</i> Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/Behavioral Disorders	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	All week 6 activities due: Sunday, 10/3
Week 7	<i>Module 2: Higher Incidence Disabilities</i> Lesson 5: Students with Autism Spectrum Disorders	1. Lesson 5 Reading Check 2. Module 2 Worksheets 3. Self-Reflection 2	All week 7 activities due: Sunday, 10/10
Week 8	<i>Module 3: Lower Incidence Disabilities</i> Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	All week 9 activities due: Sunday, 10/17
Week 10	<i>Module 3: Lower Incidence Disabilities</i> Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	All week 10 activities due: Sunday, 10/24
Week 11	<i>Module 3: Lower Incidence Disabilities</i> Lesson 5: Students with Orthopedic Impairments	1. Lesson 5 Reading Check 2. Module 3 Worksheets 3. Self-Reflection 3	All week 11 activities due: Sunday, 10/31
Week 12	<i>Module 4: Issues and Collaborations</i>	1. Lesson 1 Reading Check	All week 12 activities due: Sunday, 11/7

	Lesson 1: Students with Special Gifts and Talents		
Week 13	<i>Module 4: Issues and Collaborations</i> Lesson 2: Parents and Families	1. Lesson 2 Reading Check	All week 13 activities due: Sunday, 11/14
Week 14	<i>Module 4: Issues and Collaborations</i> Lesson 3: The Future of Special Education	1. Lesson 3 Reading Check 2. Self-Reflection 4	All week 14 activities due: Sunday, 11/21
Thanksgiving Break - No Assignments Due			
Week 15	<i>Course Wrap-up:</i> Complete the Self-rated Disposition Self-Assessment	Final paper writing week Complete the Self-rated Disposition Survey (link will be posted in blackboard - Assessments)	Upload Disposition pdf confirmation Sunday 12/5
Week 16	Final Paper: Use feedback from all previous module activities and assignments to write the final paper.	Module 4 Finish Final Paper ; submit in Assignments and CELEBRATE!	Final Paper due: Friday 12/10

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).

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

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Module 4 Assignment Details

The final Module Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. **Select one disability area** and demonstrate your knowledge of all four topics outlined in Paper Guidelines below. Combine what you have learned from coursework, independent learning, and the exploratory activity you completed in this Module.

Paper Guidelines:

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 your approach this assignment, your paper must address the following areas:**

A. Disability Characteristics	<p>What are some characteristics of the disability, for example:</p> <ul style="list-style-type: none"> • 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	<p>How does the disability affect learning? For example:</p> <ul style="list-style-type: none"> • 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)	<p>How does having this disability impact an individual? For example:</p> <ul style="list-style-type: none"> • What are the 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	<p>How is this disability similar and different to other disabilities (or other disability areas)? For example:</p> <ul style="list-style-type: none"> • 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? <p>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).</p>
E. Information Synthesis	<p>Integrate what was learned through independent learning activities (IRIS modules, field experiences, and exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings to demonstrate knowledge about learners with disabilities.</p> <ul style="list-style-type: none"> • What are the key takeaways for this paper? • How do you tie all the ideas you presented throughout this paper together?

Additional Final Paper Details:

- Be sure to include all required topics as outlined in the paper guidelines above.
- There is no minimum or maximum page length, but typically students' papers are around 10 pages.
- The paper should be written in APA 7 format and style (see <https://owl.english.purdue.edu/owl/section/2/10/> for help with APA)
- I recommend using the headings you see in the Grading Rubric below to organize your paper.
- Notice the synthesis portion of the paper is the most heavily weighted and therefore should receive the most attention. This section will likely have citations from outside sources to support your ideas and demonstrate your learning.

Grading Rubric

Final Paper Requirements	Possible Points	Earned Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	25	
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	25	
Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	25	
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).	25	
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).	40	
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA 7 format.	10	
Total Points	150	