



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

Fall 2021

EDSE 501 6S2: Introduction to Special Education

CRN: 86590, 3 – Credits

Instructor: Liber L Riccio, EdD	Meeting Dates: 9/13/21 - 11/22/21
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Office Hours: N/A	Meeting Location: N/A; Online
Office Location: N/A	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 and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 12 September 2021.

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)
- List of supported operation systems on different devices: [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

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings would take place (Monday) as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. **And module 4 final assignment - Papers longer than 12 pages (12 pt font and double spaced, including cover page and references) will not be graded – they will be returned.**
- **Workload:**
Please be aware that this course is not self-paced. **Course members are expected to meet *specific Final due dates*** listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. 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 Textbooks

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

Required Resources

On Blackboard

Additional Readings On Blackboard (Required)

On Blackboard

Additional Reading (Not Required)

Riccio, L. L. (2014), *For What Child*, Amsterdam, Netherlands: Sense Publishing

GMU Library link for the ebook version of *For What Child*

<https://link-springer-com.mutex.gmu.edu/book/10.1007%2F978-94-6209-599-1>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor via Blackboard.

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

(VIA submission required)

None

College Wide Common Assessment

(VIA submission required)

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 folder of the course Blackboard site. 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

- **Reading Quizzes** -At the end of each lesson, there is a reading check assignment. In most lessons, these checks are @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. **You may take each reading check quiz up to 2 times.**

- **Module Assignments** – See the Assignments tab in Blackboard for detailed directions. Below is a brief summary of the four major assignments.
- **Module 1 (6-9 pages including cover and references)** requires students to write papers individually. The paper in Module 1 is a personal philosophy statement. It also requires you to choose and write about two activities from a list of community-based options – not school-based activities.
- **Modules 2 and 3** are intended to help you collect information from multiple sources to dig deeper into one disability group (**one of the 13 IDEA disability categories – not subcategory**) for each assignment. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the module’s focus.
- **Module 4 (Module 4 Final Paper) : 9-12 pages including cover and reference page(s)** requires students to choose a disability topic (1 of 13 IDEA disability categories only – **not a subcategory**) related to special education, research the topic, and write about it. You will use information/research from other module assignments and additional research to inform the final paper. **Papers longer than 12 pages total including cover page and references (12 pt font, double spaced) will not be graded – they will be returned.**
- **Reflections 1- 4** are intended to present thought provoking situations from each course module where your opinion and research will be integrated to form your ideas regarding each unique situation. The paper length not to exceed 4 pages inclusive of your response and references. **It would be advantageous to use the question numbers as your guide when organizing your responses to each reflection.** For example start with 1. And answer the question, then 2. and answer the question and so on – this will ensure you have responded fully to each question.

Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations, and reference pages, etc.

IT IS BEST TO USE HEADINGS AND NUMBER EACH OF YOUR RESPONSES PER THE DIRECTIONS IN ASSIGNMENTS -- Mod 1 and Mod 4 and Reflections 1-4 -- AS YOUR GUIDE TO COMPLETING THESE ASSIGNMENTS.

Assignment Summary

Course Assignments	Earned Points	Possible Points
Reading Checks (16)		(25 points, each) 400
Module Self-Reflections (4)		(25 points, each) 100
Module 1		100
Module 2		75

Module 3		75
Module 4		150
Child Abuse Training Dyslexia Awareness Training		REQUIRED for passing course (2@ 50 points, each) 100
TOTAL COURSE POINTS		1000

Course Policies and Expectations

Attendance/Participation

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

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

Written Assignments. References, Sources and Cites

What is acceptable in this course

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

What is not acceptable in this course

Cites/references from WebMD, Wikipedia, similar commercial online services.

Evaluation

Assignments are evaluated according to rubrics. You can find assignment descriptions and rubrics in each Module. Grades for most reading checks will be available immediately after you finish and will post to Grade Center (My Grades in the left side navigation bar). For Module assignments I will grade assignment and post score you earned and my comments to Grade Center. You can read comments by clicking on grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from sources, giving these source(s) credit - - remember plagiarism is **stealing someone else's work – cite your sources completely and accurately**. The standard format for writing in education is outlined in the 2020 *Publication Manual of the American Psychological Association* (7th ed.). The citation for this manual is included in the section entitled, Recommended Texts. This is also called “APA Style.” For an online resource, see www.apastyle.org.

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

Late Work

You have a great deal of latitude to plan your time. *There are recommended dates for completion of all assignments. However, **final due dates** are provided starting **October 31** to support the successful completion of the course. During this period of **final due dates**, late work will be accepted with a 10% per day point reduction. For example, a course member will lose 10 points from the 100 points available for the Module 1 assignment the first day the assignment is late. So, if Module 1 assignment is one day late the maximum score possible is 90 with no other point reductions.) **No work will be accepted after midnight EST on final day of course.***

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

Grading Scale

As you can imagine, grading and providing feedback are among the most powerful tools in which a professor (and teacher) can communicate with course members / students. They are interconnected tools that allow the professor (in this case me) to express what he thinks about a student’s learning, and a course member/student to take on board the comments – either way it is a growth experience.

If a course member waits until the last minute to submit assignments, it will impact on my ability to respond fully to that submission – I will only be able to give a grade and not be able to give you feedback since the clock will be running toward the end date for the course. Please keep this in mind as you start the course and your assignments.

Points	Grade
950 -1000	A
900 - 940	A-
860-890	B+
800-850	B
770-790	B-
730-760	C
<730	F

***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 \(https://cehd.gmu.edu/students/polices-procedures/\)](https://cehd.gmu.edu/students/polices-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	Event / Assignment	Suggested Due Date	Final Due Date *
<p>Course Overview</p> <ol style="list-style-type: none"> Review syllabus and Blackboard site AND required textbook Complete Child Abuse Training Complete Dyslexia Awareness Training <p>You can complete course before deadlines</p> <p>Module 1: History of Special Education, Disability, Legislation, Issues, Services</p> <p>Lesson 1: History of Special Education and Disability</p> <p>Lesson 2: Legislation</p>	<p>Child Abuse Training / Certificate http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html</p> <p>Dyslexia Awareness Training / Certificate http://www.doe.virginia.gov/teaching/licensure/index.shtml</p> <ol style="list-style-type: none"> Lesson 1 Reading Check Lesson 2 Reading Check 	<p>9.26</p> <p>9.26</p>	<p>10.31 midnight</p> <p>10.31 midnight</p>
<p>Module 1: History of Special Education, Disability, Legislation, Issues, and Services</p> <p>Lesson 3: Issues, Services</p>	<ol style="list-style-type: none"> Lesson 3 Reading Check <p>Module 1 Self-Reflection</p>	<p>10.3</p>	<p>10.31 midnight</p>
<p>Module 2: Higher Incidence Disabilities</p> <p>Lesson 1: Students with Intellectual Disabilities</p> <p>Lesson 2: Students with Learning Disabilities</p>	<ol style="list-style-type: none"> Lesson 1 Reading Check Lesson 2 Reading Check 		
<p>Module 2: Higher Incidence Disabilities</p> <p>Lesson 3: Students with Speech/Language Impairments</p> <p>Lesson 4: Students with Emotional/ Behavioral Disorders</p>	<ol style="list-style-type: none"> Lesson 3 Reading Check Lesson 4 Reading Check <p>Module 1 Assignment</p>	<p>10.10</p>	<p>10.31 midnight</p>
<p>Module 2: Higher Incidence Disabilities</p> <p>Lesson 5: Students with Autism Spectrum Disorders</p>	<ol style="list-style-type: none"> Lesson 5 Reading Check <p>Module 2 Self-Reflection</p>	<p>10.17</p>	<p>11.7 midnight</p>
<p>Module 3: Lower Incidence Disabilities</p>	<ol style="list-style-type: none"> Lesson 1 Reading Check Lesson 2 Reading Check <p>Module 2 Assignment</p>	<p>10.24</p>	

Topic	Event / Assignment	Suggested Due Date	Final Due Date *
Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness			11.7 midnight
<hr/> Module 3: Lower Incidence Disabilities Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness, TBI	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check		
Module 3: Lower Incidence Disabilities Lesson 5: Students with Orthopedic Impairments	1. Lesson 5 Reading Check Module 3 Self-Reflection	10.31	11.14 midnight
Module 4: Issues and Collaborations Lesson 1: Students with Special Gifts and Talents	1. Lesson 1 Reading Check Module 3 Assignment	11.7	11.14 midnight
Module 4: Issues and Collaborations Lesson 2: Parents and Families Module 4: Issues and Collaborations Lesson 3: The Future of Special Education	1. Lesson 2 Reading Check 2. Lesson 3 Reading Check Module 4 Self-Reflection	11.14	11.14 midnight
Final Paper: Use feedback from all previous module activities and assignments to compose final paper	Module 4 paper	11.22	11.22 midnight EST

***Assignments submitted after final due date will be penalized 10% for each day the assignment is late past the final due date. (See Late Work on page 8)**

GRADES will be submitted to Patriot web by the Thursday after last day of class

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](mailto:titleix@gmu.edu) (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

Assessment Rubric(s)

Module 4 Assignment

Module 4 Assignment (Also known as final paper) is an opportunity to show growth in your knowledge about learners with disabilities.

Select one disability category – **not a sub group of a disability** and through your research demonstrate your knowledge of : (a) the characteristics, including etiology of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and family), and (d) how disability is similar and different to other types of disabilities (e.g., mild, severe, sensory).

Do not rely mainly on the book to complete this assignment.

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

1. The coursework (e.g., lectures, videos, articles, and textbook readings),
2. The independent learning activities you have completed (e.g., IRIS modules, field experiences), and
3. The exploratory activity you completed in lesson 3 of Module 4.

Paper Guidelines

Your paper should be at least 10 pages and not longer than 12 pages including cover page, abstract and references. Papers longer than 12 pages will not be graded – they will be returned. **See how to write a pithy paper in the Announcement Folder. Papers must be in 12 pt and double spaced.**

You may choose to describe the characteristics and the impact of a selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and exploratory activity and explain how that connects with the content you have learned in the course. Your writing should be clear and easy to understand. And you should have at least 10 references cited in APA format. Be sure to refer to grading rubric to make sure that you have addressed all required topics.

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester **AND** demonstrate with research and use of course materials and outside sources that you clearly understand the content you have learned. Your paper should address the following areas for the disability category you have selected and you must include each section in the order it is presented.

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

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

- **What is its prevalence? Is it a high- or low- incidence disability?**
- **How is it assessed?**
- **What is its etiology**
- **Are physical/medical issues associated with this disability?**
- **Are there social or behavioral implications associated with this disability?**
- **What are the requirements related to identification and eligibility for placement for special education services under IDEA – specify the placement process and eligibility characteristics per the IDEA regulation – yes, state the regulation pertinent to the disability and the requirements for admission to special education services?**

B. Learning Needs

How does the disability affect learning? For example:

- **What areas of learning might be impacted by this disability?**
- **What teaching strategies might benefit learners with this disability?**
- **What FAPE, IEP, LRE etc considerations are needed - or not?**
- **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**
- **What community/family needs and behaviors etc are associated with the chosen disability**

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

How does having this disability impact an individual?

- **What are early childhood issues that need to be considered?**
- **What are community issues that need to be considered?**
- **What are post-secondary (after high school – job, college, independent living) factors that need to be considered?**
- **What impact does having this disability have on social relationships?**
- **What is the impact of the disability on the family?**
 - **What daily living skills might be impacted by this disability?**
 - **How does this disability impact family dynamics?**
 - **What information do families need to advocate for their children who have disabilities?**

D. Similarities and Differences to Other Disabilities

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

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

E. Information Synthesis

What have you learned about learners with disabilities in the course, through your assignments and research? What did you learn from the completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) ? And can you show what you learned in the course by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).

*(This section does not have to be a separate section but in order to get credit there must be clear statements showing personal growth in knowledge about learners with disabilities **through** your writing and research. You must clearly demonstrate 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).*

F. APA Style

Your writing should be clear and easy to understand and is research based and with few to no grammar errors/typos. At least 10 references and at least 10 different citations (from different reference materials) are correctly reported/cited in APA format. And the APA/GMU paper format (eg, title page, abstract, header, reference page) must be followed.

Grading Rubric

see Paper instructions also

USE the following rubric as section headings in your paper –

MAKE SURE YOU FOLLOW THE RUBRIC BELOW TO ENSURE YOUR PAPER MEETS THE REQUIREMENTS FOR THE WORK TO BE GRADED – NOT LONGER THAN 12 PAGES INCLUDING COVER, ABSTRACT, NARRATIVE AND REFERENCES

Requirement	Points
a. Disability Category (not a sub group of a disability) Characteristics Salient characteristics including etiology and history, of the disability are clearly described. Requirements related to identification, assessment and eligibility for placement for special education services under IDEA are included.	<u> /25</u>
b. Learning Needs Learning and social/community needs associated with the chosen disability are clearly described and discussed, including relevant FAPE related considerations - LRE, IEP, etc.	<u> /25</u>
c. Lifespan Issues (including Impact on Family) A clear description and discussion of the impact of the disability across the lifespan (home, community, school, post school, etc) is provided.	<u> /25</u>
d. Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory). Is there a difference in the prevalence of the chosen disabilities? <ul style="list-style-type: none">• What are differences in possible school placements for students with the selected disabilities?• What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?	<u> /25</u>

<p>e. Information Synthesis</p> <p>Student demonstrates personal growth in knowledge about learners with disabilities through writing and research. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).</p> <p><i>(This section does not have to be a separate section but in order to get credit there must be clear statements showing personal growth in knowledge about learners with disabilities through your writing and research. You must clearly demonstrate 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).</i></p>	<p><u> </u>/40</p>
<p>f. APA Style</p> <p>Writing is clear and easy to understand and is research based. There are few to no grammar errors/typos. At least 10 references and at least 10 different citations (from different reference materials) are correctly reported/cited in APA format. APA/GMU paper format (eg, title page, abstract, header, reference page) followed.</p>	<p><u> </u>/10</p>
<p style="text-align: right;">Total Points</p>	<p style="text-align: right;">/150</p>

All other assignments and rubrics are listed on Bb