



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

Spring 2024

EDSE 241 001: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 13591; 3 – Credits

Instructor: Clarissa Bunch Wade	Meeting Dates: 1/16/24 – 5/8/24
Phone: 304-709-0517 (text)	Meeting Day(s): Monday; Wednesday
E-Mail: cbunch4@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: By appointment in person or online	Meeting Location: Fairfax; HORIZN 4000
Office Location: Finley 203	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

Examines the academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum, including students with learning disabilities, emotional/behavioral disorders, intellectual disability, autism, and attention deficit disorder. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support.

Course Overview

EDSE 241 focuses on the academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum and the impact these characteristics have on school, family, and life outcomes. The course examines the etiology, contributing factors, identification process, and required intensive instruction of these disabilities.

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

Take advantage of student resources like the Writing Center (<https://writingcenter.gmu.edu/>), Learning Services (<https://learningservices.gmu.edu/>), Assistive Technology Initiative (<https://ati.gmu.edu/>), University Life (<https://ulife.gmu.edu/>).

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

This course is designed to enable students to do the following:

1. State the federal definitions of various disabilities including learning disability, emotional disability, other health impairment, intellectual disability, and autism spectrum disorder.
2. Describe the history and evolution of these disability categories.
3. Describe the characteristics of individuals with these disabilities and
 - a. Age-span and developmental issues;
 - b. Levels of severity;
 - c. Cognitive functioning;
 - d. Language development;
 - e. Emotional and behavioral adjustment;
 - f. Social development;
 - g. Medical aspects; and
 - h. Cultural, ethnic, and socio-economic factors.
4. Describe how educational environments impact students with disabilities, including the concept of multi-tiered systems of support and least restrictive environment.
5. Identify motivational factors that build self-understanding and confidence of individuals with disabilities who access the general curriculum.
6. Define and describe Explicit Instruction and its components, including opportunities to respond, scaffolding, specific feedback, modeling, guided practice, and independent practice.
7. Identify the educational implications of the characteristics of disabilities.
8. Identify the career and lifelong implications of the characteristics of students with

- disabilities who access the general curriculum.
9. Summarize the similarities and differences between students with disabilities and their nondisabled peers.
 10. Describe the role of the special education teacher in programs for students who access the general curriculum.

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).

Required Texts

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach* (5th ed.). Boston: Pearson.

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Recommended Texts

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

Additional Readings

Available on Blackboard

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/SLL (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/SLL.

For EDSE 241, the required PBA is Case Study Report. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

Case Study Report (50 points): Given documents, work samples, and/or teacher reports, each student will develop a case study report of a student with a high-incidence disability. The report will include four sections: demographic and background information; educational history, goals, objectives, and accommodations; school and classroom information; and synthesis. The synthesis will focus on the similarities and differences between the case study student and course information, citing specific texts and experiences. The grading rubric is attached in Appendix A.

College Wide Common Assessment

(VIA submission required)

Not applicable.

Other Assignments

In-Class Engagement Activities (15 @ 5 points each)

Each candidate will complete at least 15 engagement activities throughout the semester. These activities are designed to promote active engagement during class. It is important that candidates attend class and participate in class regularly. Therefore, these engagement activities will be included throughout the semester at random without prior notice. If a candidate is absent and communicates with the instructor, these activities may be made up at the discretion of the instructor.

Critical Reflections (3 @ 10 points each)

Each candidate will complete 3 critical reflections using a provided reflection matrix. Reflections will focus on making connections between specific key concepts and each candidate's application of these concepts. The point of each reflection is NOT for candidates to simply provide a summary of the readings and/or their field experiences; rather, candidates are to think critically about what is being read/discussed/learned in class.

Current Issue in Special Education Project (25 points)

Each candidate will complete a project either individually or with a partner to examine a current issue in special education. The purpose of this project is to take a deep dive into a current "hot topic" or issue impacting students with disabilities and their families, special educators, or other professionals. Candidates will jointly create the rubric for this project with the instructor during class time and propose a final product to demonstrate learning.

Lesson Planning for Explicit Instruction (2 @ 10 points each)

Each candidate will complete two lesson plans to support whole group or small group instruction, with specific focus on ensuring access, inclusion, and participation for a student from one of their field experiences or a case study student. A lesson planning template will be provided.

Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

In-Class Engagement Activities (15 @ 5 points each)	75 points
Case Study Report	50 points
Critical Reflections (3 @ 10 points each)	30 points
Current Issue in Special Education Project	25 points
Lesson Planning for Explicit Instruction (2 @ 10 points each)	20 points
Total Points:	200 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

The knowledge and skills candidates will gain in this course are highly dependent upon class participation. Therefore, candidates are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Candidates will demonstrate their participation in class by completing application activities throughout the semester. If you are unable to attend class, please contact me by email or phone prior to your absence. In case of an emergency, please contact me as soon as possible to make up any in-class work you may have missed. It is the candidate's responsibility to plan for any notes, materials, or assignments missed during their absence.

Late Work

All assignments should be submitted on or before the assigned date via Blackboard (unless otherwise noted). Late work will be accepted on an individual basis. If you cannot submit an assignment on or before the assigned date, please contact me to make an alternative arrangement for submitting work. Late work submitted without contacting me may result in a reduction in or loss of points.

Grading

Letter	Percent
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***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 VIA/SLL 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 undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the

program, as needed. 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.

Class Schedule

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

Week	Date	Topic	Readings	Assignment or Activities Due
1	1/17	<ul style="list-style-type: none"> Course overview and syllabus review Introduction to high incidence disabilities 	Course Syllabus	“Get To Know Me” form
2	1/22	<ul style="list-style-type: none"> Historical and current perspectives on disability Legislative foundations of special education 	Raymond Ch. 1	
	1/24	<ul style="list-style-type: none"> Cognitive and perceptual characteristics 	Raymond Ch. 9	Current Issue in Special Education proposal
3	1/29	<ul style="list-style-type: none"> Language characteristics 	Raymond Ch. 10	
	1/31	<ul style="list-style-type: none"> Case study discussion 		Critical Reflection 1
4	2/5	<ul style="list-style-type: none"> Academic learning characteristics 	Raymond Ch. 11	
	2/7	<ul style="list-style-type: none"> Social-emotional characteristics 	Raymond Ch. 12	
5	2/12	<ul style="list-style-type: none"> Case study discussion 		*Draft Current Issue in Special Education Project
	2/14	<ul style="list-style-type: none"> Issues in assessment and identification Issues in Instruction and Placement 	Raymond Ch. 2 & 3	
6	2/19	No class – independent work time		
	2/21	<ul style="list-style-type: none"> Foundations of Explicit Instruction 	Archer & Hughes Ch. 1	Critical Reflection 2
7	2/26	<ul style="list-style-type: none"> Learners with intellectual and developmental disabilities 	Raymond Ch. 4	

Week	Date	Topic	Readings	Assignment or Activities Due
	2/28	<ul style="list-style-type: none"> Learners with learning disabilities 	Raymond Ch. 5	
8	3/4	Spring Break		
	3/6			
9	3/11	<ul style="list-style-type: none"> Learners with emotional or behavioral disorders 	Raymond Ch. 6	Current Issue in Special Education Project
	3/13	<ul style="list-style-type: none"> Learners with difficulties in attention, communication, and physical functioning 	Raymond Ch. 7	
10	3/18	<ul style="list-style-type: none"> Learners with autism spectrum disorder 	Raymond Ch. 8	*Draft Case Study Report
	3/20	<ul style="list-style-type: none"> Case study discussion 		
11	3/25	<ul style="list-style-type: none"> Designing lessons: skills and strategies 	Archer & Hughes Ch. 2	Critical Reflection 3
	3/27	<ul style="list-style-type: none"> Designing lessons: vocabulary and concepts 	Archer & Hughes Ch. 3	
12	4/1	<ul style="list-style-type: none"> Educational environments 	Additional readings on Blackboard	Lesson Planning for Explicit Instruction 1
	4/3	<ul style="list-style-type: none"> Promoting access and inclusion 	Additional readings on Blackboard	
13	4/8	<ul style="list-style-type: none"> Role of a special educator 	Additional readings on Blackboard	
	4/10	<ul style="list-style-type: none"> Collaboration with professionals and families 	Additional readings on Blackboard	
14	4/15	<ul style="list-style-type: none"> Organizing and planning for instruction 	Archer & Hughes Ch. 5	Lesson Planning for Explicit Instruction 2
	4/17	<ul style="list-style-type: none"> Delivering Instruction 	Archer & Hughes Ch. 6 & 7	
15	4/22	<ul style="list-style-type: none"> Current issues and trends in special education 	Additional readings on Blackboard	
	4/24	<ul style="list-style-type: none"> Current issues and trends in special education 	Additional readings on Blackboard	
Final Exam Period: <ul style="list-style-type: none"> Case Study Report due to Blackboard 4/29 Case Study Report due to VIA 5/6 				

Week	Date	Topic	Readings	Assignment or Activities Due

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 VIA should be directed to viahelp@gmu.edu or <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/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study

strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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 A

Course Grading Rubric: Case Study Report

Criteria	Points Earned	Points Possible
Case Study Report		
Demographic and Background Information <ul style="list-style-type: none"> • Etiology and diagnosis • Medical conditions • Social-emotional characteristics • Typical and atypical learning characteristics • Educational implications of these characteristics 		10
Educational history, Educational goals, Objectives, and Accommodations <ul style="list-style-type: none"> • Summary of goals, objectives, and accommodations • Educational history (to include previous schools, previous evaluations) 		15
School and Classroom Information <ul style="list-style-type: none"> • Description of school and classroom setting • Least restrictive environment recommendation 		5
Synthesis <ul style="list-style-type: none"> • Summarize all pertinent information • Provides comprehensive synthesis of characteristics compared with nondisabled peers • Social and educational implications of these 		15

Criteria	Points Earned	Points Possible
characteristics <ul style="list-style-type: none"> • Impact of characteristics outside of school 		
Writing <ul style="list-style-type: none"> • Mechanics and format • Inclusion of/citation of course and additional materials 		5
Total		50

Student Case Study Report VIA Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Demographic and Background Data</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include all of the following: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).
<p>Educational History, Educational Goals, Objectives, and Accommodations</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and</p>	<ul style="list-style-type: none"> • Candidate summarizes the learner’s educational goals, objectives and classroom accommodations but does not address the impact of the learner’s social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to 	<ul style="list-style-type: none"> • Candidate provides a complete summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the 	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	<ul style="list-style-type: none"> the target student that does not include: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality AND/OR ○ the effect a learner’s exceptionality can have on his/her life. • Candidate writes a description of the student’s educational history that fails to include how cultural and linguistic differences (if applicable) may affect learning, growth, and development. 	<ul style="list-style-type: none"> learner’s exceptionality and <ul style="list-style-type: none"> ○ the effect a learner’s exceptionality can have on his/her life. • Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. 	<ul style="list-style-type: none"> ○ the effect a learner’s exceptionality can have on his or her life. • Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.
School and Classroom Information CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> • Candidate provides a description of the school and/or classroom setting but does not examine the impact of the environment’s adaptations (or lack thereof) on the learning opportunities for learners with exceptionalities OR the continuum of placement services available for individuals with exceptionalities. 	<ul style="list-style-type: none"> • Candidate a complete description of the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with exceptionalities. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with 	<ul style="list-style-type: none"> • Candidate describes both the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		exceptionalities and determines whether or not optimal learning opportunities are being provided.	<ul style="list-style-type: none"> • Candidate provides elaboration on the school and classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research).
<p>Summary, Synthesis and Reflection & Additional Recommendations</p> <p>CEC/IGC Standard 3, 6</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning,</p>	<ul style="list-style-type: none"> • Candidate provides an incomplete summary that does not include information from all components of the student profile. • Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications. 	<ul style="list-style-type: none"> • Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities. • The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows competence and sound judgment by offering a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. 	<ul style="list-style-type: none"> • Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs. • The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. • Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families. • Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
and to advance the profession.			research).