



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

Summer 2024

EDSE 501-6S2: Introduction to Special Education

CRN: 43537, 3 – Credits

Instructor: Liber L. Riccio, EdD	Meeting Dates: 5/13/24 – 8/12/2024
Phone: 202 744 9775	Meeting Day(s): N/A
E-Mail: : LRiccio@gmu.edu	Meeting Time(s): N/A
Office Hours: NA	Meeting Location: N/A; Online
Office Location: NA	Other Phone: NA

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

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/>), Disability Services (<https://ds.gmu.edu/>).

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 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 is available starting May 11.**

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 \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- **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, Macs, 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: www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

Expectations

- Course Week:
- Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday at 12:00 am and finish on Sunday at 11:59 pm.
- 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 where appropriate 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.**
- 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.
- 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 ensure accessibility must be registered with George Mason University Disability Service.

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., (2022). *Exceptional Learners: An introduction to special education* (15th ed.). Pearson.

This text is available also as e-text or print edition for rent only. At the end of the rental period, course members have the option to purchase the text. Please order from the publisher directly as access to texts from other vendors cannot be guaranteed. Order information:

<https://www.pearson.com/en-us/subject-catalog/p/exceptional-learners-an-introduction-to-special-education/P200000001190/9780137519811>

Recommended Texts

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 (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

Course members are expected to submit all assignments on time in the manner outlined on Blackboard, in syllabus, and on assignment rubric.

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 501: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**

N/A

College Wide Common Assessment (VIA submission required)

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessment in this course is: Initial Self-Rated Dispositions.

The professional disposition survey will be completed at the beginning and end of the semester and submitted to VIA. Please see Blackboard for instructions on how to submit this assignment.

Assignment Summary

- **Beyond the Modules Activities:** They are all required for a passing grade in the course. See **Beyond the Modules Activities Folder** on Bb for more details.
- **Module Activities:** 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 lesson includes a reading, lecture, video or media component, and a reading and lesson check. Below are brief summaries of the module activities; *see **Blackboard Assignment Folder** for detailed directions and grading rubrics.*
 - **Reading and Lesson Checks:** At the end of each lesson, there are reading and lesson check assignments. In most lessons, these checks are 5-10 multiple choice or true-false questions. These checks assess your understanding and recall of the chapter or module. You may use materials - books or notes - to help you complete these checks. **You may take each check, up to 2 times.**
 - **Module Self-Reflections:** At the end of 4 modules, there is a self-reflection in which you will read statements about special education topics and write a short written reflection. You will analyze, judge, and apply module content within your reflections.
 - **Module Assignments:**
 - **Modules B and H require course members to write APA-style papers.**
 - **Module B - Teaching Philosophy Paper - (6-9 pages including title page, abstract and references, etc – NOT LONGER:** Paper 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*. **Use rubric and question numbers as your guide when organizing your responses to each question in the assignment.** For example, start with Section 1, question 1., answer the question, then question 2, answer the question and so on – this will ensure you have responded fully to each question. (See the **ASSIGNMENT FOLDER** on Bb for a detailed description of the Paper for additional details/resources).
 - **Module H - the Final Paper : 10-12 pages including cover, abstract, and reference page(s), etc.** Choose a disability topic (1 of 13 IDEA

disability categories only – **not a subcategory**); research the disability 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 references** (12 pt font, double spaced) **will not be graded – they will be returned.** Use the **Section headings (A-E) as your guide when organizing your paper** to ensure you have responded fully to each Section. (See the Appendix for a detailed description of the Final Paper and Blackboard **Assignment Folder** for additional details).

- **Poster and Profile Assignments** 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 a 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.

Assignments for Modules B and H should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations, and reference pages, etc. – SEE GMU paper requirements if questions.

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities <ul style="list-style-type: none"> • Child Abuse Recognition training • Dyslexia Awareness Module • Cultural Competency Module • Professional Disposition Survey 		25 (5, 5, 10, 5 points)
Reading Checks		150 (10 points each)
Lesson Checks		150 (10 points each)
Reflections		200 (50 points each)
Teaching Philosophy		100
Profile		100
Poster		100
Disability in Pop Culture		25
Final Paper		150
TOTAL POINTS FOR COURSE		1000

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

All coursework will be online in an asynchronous format.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. EST on the date that it is due. Work can be turned in early, but all late work will receive a 10%-point deduction off the resulting grade for each calendar day it is late. For example, on a 25-point Reading Check, there would be a 2.5-point deduction (10%) per day, so if a student submitted the Reading Check one day late and earned 20 out of 25 points, their final grade would be 17.5 points. **After one week from the due date or after the last day of class (whichever comes first), assignments will no longer be accepted and a score of zero will be entered into the grade book for that assignment.**

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. Course members 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 of the course 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 and lesson 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 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*. The citation for this manual is included in the section, 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 ASSIGNMENTS (i.e., order of questions) AS WELL AS APA STYLE GUIDELINES

Other Requirements

Incomplete Grades

An I (Incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading only the student's completed work done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. **Any student requesting an incomplete must (1) be passing the course at the time of the request, and (2) create a contract outlining a plan to complete missing coursework with completion dates, and the contract must be signed by the student and division director before turning the contract into the professor prior to the last class.**

Grading

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 the instructor’s 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.

To compute your final course grade, divide total “earned points” by total “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 73-76%	F = < 73%
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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.

Class Schedule

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

EDSE 501 Course Schedule

Week (Starts on Monday at 12:00 am)	Module	Topic(s)	Activities and Readings	Deliverables (Due Sunday by 11:59 pm)
Week 1 (May 13 - 19)	Module A	Getting Started; Introduction to the course	<input type="checkbox"/> Getting to know the course <input type="checkbox"/> Capturing your thinking	<input type="checkbox"/> Child Abuse and Neglect Certification* <input type="checkbox"/> Cultural Competency Module* <input type="checkbox"/> Professional Disposition Survey <input type="checkbox"/> Purchase/Rent Textbook <input type="checkbox"/> Reflection 1
Week 2 (May 20 - 26)	Module B	Foundations of Special Education: Historical Perspectives, Legal Mandates, Personnel, Procedural Safeguards, and Ethical Practices	<input type="checkbox"/> Read: Ch. 1 <input type="checkbox"/> Read: Ch. 2 <input type="checkbox"/> Lesson: Historical Foundations and Special Education Law	<input type="checkbox"/> Reading Check: Ch. 1 <input type="checkbox"/> Reading Check: Ch. 2 <input type="checkbox"/> Lesson Check: Historical Foundations and Special Education Law <input type="checkbox"/> Teaching Philosophy Paper
Week 3 (May 27 - June 2)	Module C	The Cognitive Continuum: Exploring Intellectual Disabilities (ID), Multiple Disabilities, and Giftedness	<input type="checkbox"/> Read: Ch. 13 <input type="checkbox"/> Lesson: Severe Disabilities <input type="checkbox"/> Introduce Profile Assignment	<input type="checkbox"/> Reading Check: Ch. 13 <input type="checkbox"/> Lesson Check: Severe/multiple disabilities
Week 4 (June 3 - 9)	Module C	The Cognitive Continuum Continued	<input type="checkbox"/> Read: Ch. 5 <input type="checkbox"/> Lesson: Intellectual Disabilities <input type="checkbox"/> Read: Ch. 15 <input type="checkbox"/> Lesson: Giftedness	<input type="checkbox"/> Reading Check: Ch. 5 <input type="checkbox"/> Lesson Check: ID <input type="checkbox"/> Reading Check: Ch. 15 <input type="checkbox"/> Lesson Check: Giftedness

Week 5 (June 10 - 16)	Module D	The Dynamic Duo: Exploring Specific Learning Disabilities (LD) and Emotional and Behavior Disorders (EBD)	<input type="checkbox"/> Read: Ch. 6 <input type="checkbox"/> Lesson: LD	<input type="checkbox"/> Reading Check: Ch. 6 <input type="checkbox"/> Lesson Check: LD <input type="checkbox"/> Dyslexia Awareness Certification*
Week 5 (June 10 - 16)	Module D	The Dynamic Duo Continued	<input type="checkbox"/> Read: Ch. 8 <input type="checkbox"/> Lesson: EBD	<input type="checkbox"/> Reading Check: Ch. 8 <input type="checkbox"/> Lesson Check: EBD <input type="checkbox"/> Reflection 2
Week 6 (June 17 - 23)	Module E	Spectrum of Considerations: Exploring Speech or Language Impairment (SLI) and Autism Spectrum Disorders (ASD)	<input type="checkbox"/> Read: Ch. 9 <input type="checkbox"/> Lesson: ASD	<input type="checkbox"/> Reading Check: Ch. 9 <input type="checkbox"/> Lesson check: ASD <input type="checkbox"/> Profile Assignment: Exploring Disability Profile Characteristics, Needs, and Reliable Sources
SPRING BREAK (March 4-March 10)				
Week 7 (June 24 - 30)	Module E	Spectrum of Considerations Continued	<input type="checkbox"/> Read: Ch. 10 <input type="checkbox"/> Lesson: Speech/Language and communication disorders	<input type="checkbox"/> Reading Check: Ch. 10 <input type="checkbox"/> Lesson check: SLI <input type="checkbox"/> Reflection 3
Week 8 (July 1 - 7)	Module F	The Physical Realm: Exploring Orthopedic Impairments (OI) and Other Health Impairments (OHI) including Attention Deficit-Hyperactivity Disorder (ADHD) , and Traumatic Brain Injury (TBI)	<input type="checkbox"/> Read: Ch. 14 <input type="checkbox"/> Lesson: Orthopedic Impairments <input type="checkbox"/> Introduce Poster Assignment	<input type="checkbox"/> Reading Check: Ch. 14 <input type="checkbox"/> Lesson Check: Orthopedic Impairments

Week 9 (July 8 - 14)	Module F	The Physical Realm Continued	<input type="checkbox"/> Read: Ch. 7 <input type="checkbox"/> Lesson: ADHD	<input type="checkbox"/> Reading Check: Ch. 7 <input type="checkbox"/> Lesson Check: ADHD
Week 9 (July 8 - 14)	Module F	The Physical Realm Continued	<input type="checkbox"/> Lesson: TBI	<input type="checkbox"/> Lesson Check: TBI <input type="checkbox"/> Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources
Week 10 (July 15 - 21)	Module G	The Sensory Arena: Exploring Visual Impairments (VI) including Blindness, Hearing Impairments (HI) , Deafness, and Deaf-Blindness	<input type="checkbox"/> Read: Ch. 12 <input type="checkbox"/> Lesson: Visual Impairments	<input type="checkbox"/> Reading Check: Ch. 12 <input type="checkbox"/> Lesson Check: Visual Impairments
Week 11 (July 22- 28)	Module G	The Sensory Arena Continued	<input type="checkbox"/> Read: Ch. 11 <input type="checkbox"/> Lesson: Hearing Impairments <input type="checkbox"/> Introduce Final Paper	<input type="checkbox"/> Reading Check: Ch. 11 <input type="checkbox"/> Lesson Check: Hearing Impairments <input type="checkbox"/> Disability in Pop Culture Assignment
Week 12 (July 29 – August 4)	Module H	Creating Opportunities for All Learners: Exploring Multicultural Perspectives and Collaboration in Special Education	<input type="checkbox"/> Read: Ch. 3 <input type="checkbox"/> Lesson: Cultural Competency <input type="checkbox"/> Read: Ch. 4 <input type="checkbox"/> Lesson: Families	<input type="checkbox"/> Reading Check: Ch. 3 <input type="checkbox"/> Lesson Check: Cultural Competency <input type="checkbox"/> Reading Check: Ch. 4 <input type="checkbox"/> Lesson Check: Families <input type="checkbox"/> Reflection 4
Week 13 (August 5 - 12)	Module H	Final Class & Wrap-up	<input type="checkbox"/> Discussion on the future of special education <input type="checkbox"/> Wrap up video	<input type="checkbox"/> Final Paper Due (August 12) <input type="checkbox"/> Special Education Disposition Survey

*Completion is required to pass this course

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

Assessment Rubric(s)

College Wide Common Assessment (VIA submission required)

Grading Checklist

	Earned Points	Possible Points
Submitted Beginning of Semester Professional Disposition Assessment		3
Submitted End of Semester Professional Disposition Assessment		2

Teaching Philosophy Paper

Grading Checklist

	Earned Points	Possible Points
Content: Special Education (Describe & Analyze) Students’ current understanding of disability and special education are described. Rationale for this understanding is provided.		25
Content: Role as an Educator (Describe & Analyze) Students’ current understanding of role as an educator is described. Learning goal for this course is included		25
Philosophy Statement (Judge & Apply) Two exploratory activities are described along with the effect they had on the students’ special education philosophy.		40
APA Style		10

	Earned Points	Possible Points
Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.		
		100

Exploring Disability Profile Characteristics, Needs, and Reliable Sources

Grading Checklist

	Earned Points	Possible Points
Disability Characteristics (Describe & Analyze) Disability characteristics are described. The following topics are addressed: prevalence, diagnosis, physical or medical considerations, and social/behavioral implications are addressed		40
Learning Needs (Analyze & Judge) Considerations of learning needs are addressed including: areas of learning impacted, beneficial teaching strategies, IEP considerations, service location, and requisite teacher skills		40
Visual Appeal Product is straightforward, clear, purposefully organized, and visually appealing		10
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References from three peer-reviewed journal articles are cited using APA formatting. The textbook can also be cited in addition to the three scholarly publications		10
		100

Comparing and Contrasting: Disability Profiles, Organizations, and Resources

Grading Checklist

	Earned Points	Possible Points
<p>Contrasting Disabilities (Describe & Analyze) Disability characteristics are compared and contrasted. The following topics are addressed: prevalence of the disabilities, similarities and differences in disability characteristics, IEP team considerations, prominent advocacy groups related to the selected disabilities, and instructional strategies</p>		40
<p>Organizations (Analyze & Judge) Description of the selected organization includes: name, website, mission statement, funding, target audience, and what the organization does</p>		40
<p>Poster Product is straightforward, clear, purposefully organized, and visually appealing. Venn diagram and graphic organizer are included.</p>		10
<p>APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. Additional resources for students with disabilities and their families are included. References for all cited information, including organization websites follow APA formatting.</p>		10
		100

Disability in Pop Culture

Grading Checklist

	Earned Points	Possible Points
Describe the Piece of Media (Describe & Analyze) The popular press article, book, television show, film, documentary, cartoon, podcast, poignant image, etc. is summarized. The student explains why they chose this particular piece of media.		5
Questions (Analyze & Judge) At least five of the listed questions are thoughtfully answered in the body of the 1-2-page essay. Deep consideration regarding the impact of the representation of the disability is evident.		15
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References for all cited information, including the piece of media follow APA formatting.		5
		25

Final Paper is an opportunity to show growth in your knowledge about learners with disabilities.

Module H (Final) Assignment

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.

See how to write a pithy paper in the Announcement Folder. Papers must be in 12 pt and double spaced and in .Doc , NOT .pdf

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 to receive 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, behaviors etc are associated with 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 (i.e.,lectures, articles, 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

USE the following rubric as section headings in your paper –

MAKE SURE YOU FOLLOW RUBRIC BELOW TO ENSURE YOUR PAPER MEETS REQUIREMENTS FOR WORK TO BE GRADED – NOT LONGER THAN 12 PAGES INCLUDING COVER, ABSTRACT, NARRATIVE, REFERENCES and in WORD (.doc)

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.

Grading Checklist

Final Paper Requirements	Earned Points	Possible Points
Disability Characteristics (Describe) Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.		25
Learning Needs (Describe) Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.		25

<p>Lifespan Issues (Describe & Analyze) A clear description of the impact of the disability across the lifespan is provided. Potential impact on family members is analyzed.</p>		25
<p>Similarities and Differences to Other Disabilities (Judge) The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).</p>		25
<p>Information Synthesis (Apply) Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (e.g., IRIS modules, exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).</p>		40
<p>APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.</p>		10
Total Points		150