



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

Fall 2024

EDSE 452 001: Intersectionality and Disability

CRN: 74294, 3 – Credits

Instructor: Dr. Alexandra Raines	Meeting Dates: 8/26/24 – 12/18/24
Phone: 703-998-6555	Meeting Day(s): Tuesday/Thursday
E-Mail: Araines4@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: By appointment	Meeting Location: Fairfax; HORIZN 4016
Office Location: 203B	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 their LMS (Learning Management System).

Prerequisite(s):

EDSE 201 Requires minimum grade of "C" or EDSE 201 "XS". It is strongly recommended that students complete ENGH 302 prior to enrolling in a Writing Intensive course.

Co-requisite(s):

None

Course Description

Examines disability within a diversity and intersectionality context in K-12 schools. Analyzes how diversity and intersectionality informs the educational experience of individuals with and without disabilities to include race, ethnicity, gender, sexual orientation, socioeconomic status, and home language and culture. Assesses how cultural competency and intersectionality awareness on the part of educators enhance the school success of all students. Develops educator capacity to implement research-based interventions in diverse settings for ALL students.

Course Overview

EDSE 452 examines disability within a diversity and intersectionality context in K-12 schools. This course analyzes how diversity and intersectionality informs the educational experience of

individuals with and without disabilities to include race, ethnicity, gender, sexual orientation, socioeconomic status, and home language and culture, and develops educator capacity to implement research-based interventions in diverse settings for ALL students.

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/>).

Writing Intensive Designation

Course Overview – Writing Intensive Course

The Faculty Senate Writing Across the Curriculum Committee has approved this course to fulfill all of the Writing Intensive requirements in the Special Education major. It does so through the completion of the Intersectionality Research Project. Students will engage in scaffolded research and writing by submitting benchmark components of the paper. The instructor will provide feedback at each benchmark point to ensure students are engaging in quality research and writing.

The Intersectionality Research Project integrates the following Writing Intensive Outcomes:

1. Writing-to-Learn: students will use informal or formal writing in ways that deepen their awareness of the field of study and its subject matter.
2. Writing-to-Communicate: students will compose one or more written genres specific to the field of study in order to communicate key ideas tailored to specific audiences and purposes; genres may be academic, public, or professional.
3. Writing-as-a-process: students will draft and revise written works based on feedback they receive from instructors and peers, using strategies appropriate to the genre, audience, and purpose.

The Intersectionality Project includes the following elements:

- Final Product: A 3500-word research paper that explores a current topic or issue in special education that impacts students or their family members due to the intersection of their membership in the disability community and another minoritized group.
- Part 1: Identifying appropriate (current, of significance and relevance) research articles from peer-reviewed journals in special education that address the intersectionality topic.

- Part 2: Summarizing and analyzing at least four significant articles on the topic.
- Part 3: Developing an Introduction and Conclusion that highlight: the significance of the areas of intersectionality and how they are impacted by current educational practices; current research findings, noting any disparities or needs for further investigation; and extending the research findings to identify interventions and teaching methods that these authors will incorporate into their professional practice.

Upon initial submission of components of the research paper (the topic and research articles selection, the literature review [article summaries], and development of an effective Introduction and Conclusion), the course instructor will provide critiques to students using a writing rubric and individual conferencing. Feedback will be provided to students through conferencing sessions with peers in class as well as through Blackboard and will focus on the domain-specific writing styles required for effectively communicating research findings and the significance of the intersectionality issue being explored. Equally important is assessing how students identify what changes need to happen in their future practice and how these can be achieved in schools and classrooms. Revisions to initial submissions for each part of this Intersectionality Project are due the following week after feedback is received. Please attend to the course performance evaluation table and course schedule for due dates.

Course Delivery Method

This course will be delivered using a lecture format.

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 your LMS

Learner Outcomes

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

1. Identify strengths and challenges in one's own cultural competency and develop critical consciousness about issues such as race, class, gender, culture, language, and educational equity.
2. Explain how K-12 student learning and behavior may be impacted by socioeconomic status, language/cultural background, race, ethnicity, gender, disability, sexual orientation, and trauma.
3. Demonstrate culturally sound and diversity-informed assessment and intervention practices for learning and behavior.
4. Recognize disability as a diversity construct and differentiate whether student academic or behavioral difficulties are due to disability and/or other diversity factors.
5. Apply an intersectionality framework to identify the interconnected nature of social categorizations such as disability, race, class, and gender as they apply to a given individual or

group, that create overlapping and interdependent systems of privilege, discrimination, or disadvantage.

6. Use appropriate research methods and resources to apply social and behavioral science concepts, terminology, principles, and theories to an in-depth written analysis of individuals with disabilities and their support needs through the lens of intersectionality.

7. Understand instructional practices that are sensitive to culturally and linguistically diverse learners, including English language learners, gifted and talented students, and students with disabilities.

8. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA Style.

9. Use writing to communicate in disciplinary specific ways expected by special education professionals (e.g., identifying key issues impacting diverse learners in special education, locating significant research, interpreting and analyzing research findings, and connecting these to professional practice and pedagogy).

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 2,3); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Texts

Pang, V. (2018). *Diversity and equity in the classroom*. Boston, MA: Cengage Learning. ISBN-13: 978-1305386471, ISBN-10: 9781305386471

Recommended Texts

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

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

For EDSE 452: 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) N/A**

Other Assignments

Designated Performance-Based Assessment; 35 points:

As a culminating activity (and the designated performance-based assessment), the **Intersectionality Project** offers an opportunity for students to engage in scholarly research and writing. Students will examine relevant scholarly literature to include at least two attributes of intersectionality that influence the education of individuals with exceptionalities. This project will address key issues discussed throughout this course, such as: How do diverse populations of individuals with exceptionalities experience special education or other community-based services in terms of identification and interventions? What do service providers need to understand about themselves and these diverse students and families in order to provide a Free, Appropriate, Public Education (FAPE) in the Least Restrictive Environment (LRE) as described by the Individuals with Disabilities Education Act (IDEA)?

Students will submit a proposal for the project to obtain prior approval. Students will engage in scaffolded research and writing using APA Style Guidelines by submitting benchmark components of the paper on the dates listed so the instructor can provide feedback to ensure students are engaging in quality research and writing. In addition to a written research paper of at least 3500 words, students will deliver a presentation during an assigned class session to their peers and the instructor about their intersectionality research and findings. In addition to explicit classroom instruction on writing requirements for each component of the paper, students will have multiple opportunities to revise their Intersectionality Project in accordance with Writing Across the Curriculum guidance as noted in the Course Topics section of the syllabus.

1. Identify at least two areas of diversity through which you will examine exceptionality through an intersectionality lens.
2. Find in a professional, peer-reviewed journal (your instructor will help you with your search) e.g., Multiple Voices for Ethnically Diverse Exceptional Learners, Teaching Exceptional Children, Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education, Journal of Adolescence, Journal of LGBT Youth); at least 4 research-based articles that focus on elementary, secondary, or postsecondary individuals with disabilities or their families.

3. Read the article(s) with the purpose of comprehending the research, then summarize. Discuss how the content relates to individuals with disabilities and what this means for teaching and learning.
4. Provide an introduction that links explicitly to course content and your own background of understanding and diversity affiliation(s)/biases.
5. Conclude with a summary of what the articles say *collectively* about your research.
6. Conclude with a section on how this research and course content will impact your ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles. Make recommendations to future service providers about what you've learned.

Media Analysis Paper (25 points): Students will analyze a media source from a list provided by the instructor or receive preapproval for source of their own choosing. The media must be of significant weight, a book, in-depth investigative series, or documentary. Students will review the media in three sections: 1) An introduction to the media and its alignment with course content, 2) major findings or themes of the content, and their significance for educators of diverse students in diverse settings, and 3) how the media source changed student thinking and created understandings for future engagement with students and families.

Blackboard Discussion Boards (15 points): Throughout the semester, there will be three Blackboard discussion boards in response to selected readings. Students will provide a comprehensive response to the prompts and to at least 2 classmates' postings. Each discussion board will be worth 5 points, for a total of 15 possible points. To earn full credit, students must submit postings by the due date, and **no** late submissions will be accepted. (initial post will be due Thursday and responses to classmates will be due Sunday). Your response should address the discussion board topic AND include a thoughtful reaction to at least 2 of your classmates' postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Professionalism (15 points): Attendance, punctuality, and active participation during each class session and assigned activity are expected. Please see full attendance participation below.

For each session, students will earn one Professionalism point for the following expectations:

1. Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
2. Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Assignment Summary

EDSE 452 Self-Monitoring Course Performance <i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
A. Professionalism (attendance & participation (1 point per week))		15
B. Blackboard Discussion Boards (3 discussions, 5 points each) Must be written professionally and include responses to 2 classmates		15
C. Media Analysis Paper		25
D. Intersectionality Project		35
E. Intersectionality Project Presentation		10
Total	Total points earned _____	100

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 LMS 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

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session,

(d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

Students earn attendance and participation points each class (i.e., Professionalism described in the Assignments section above); these points can only be earned if the student is in attendance and actively participates in class activities. Please notify me in advance by email or phone if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to plan to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

Letter Grade	% of Points
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:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty*. See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to

promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

Week	Date	Topics	Readings Due by Next Class Session	Assignments Due this Week (Thursday by 10:30am)
1	8/27 and 8/29	Course Overview & Positionality. Introduction to Disability and Diversity: Exploring the intersectionality between disability and other aspects of diversity.	Pang: Chapters 1 & 2	
2	9/3 and 9/5	GUEST LECTURE: Dr. Tyrone Byrd [Implicit Bias] Culturally Relevant Teaching.	Pang: Chapter 3	Discussion Board 1 (5 points possible) Initial post due Thursday at 10:30am peer responses due Sunday by 11:59pm
3	9/10 and 9/12	Culturally Relevant Teaching.	See additional readings on BB	Discussion Board 2 (5 points possible) Initial post due Thursday at 10:30am peer responses due Sunday by 11:59pm
4	9/17 and 9/19	Race and Ethnicity: implications for access and equity in school.	Pang: Chapter 4 & 5	Proposal for Intersectionality Project Due
5	9/24 and 9/26	Socio-economic status and the impact of poverty on student achievement.	Pang: Chapter 6	Discussion Board 3 (5 points possible) Initial post due Thursday at 10:30am peer responses due Sunday by 11:59pm
6	10/1 and 10/3	Orientation: how are these impacted by educational practices?	Pang: Chapter 7	Article 1 Summary for Intersectionality Project (2 points)

Week	Date	Topics	Readings Due by Next Class Session	Assignments Due this Week (Thursday by 10:30am)
7	10/8 and 10/10	Cultural and linguistic diversity in the community and in the classroom.	Pang: Chapters 8	Media Assignment Proposal Due
8	NO CLASS 10/15 and async activity on 10/17	Trauma in the school setting and the impact of trauma on learning and development.	Pang: Chapter 9	Article 2 Summary for Intersectionality Project (2 points)
9	10/22 and 10/24	Language Development and Acquisition. GUEST LECTURE: Dr. Ainsworth	Pang: Chapter 10	
10	10/28 and ASYNC 10/31	Equity and the achievement gap for underrepresented groups including students with disabilities.	Pang: Chapter 11	Article 3 Summary for Intersectionality Project (2 points)
11	No class on 11/5 11/7	11/ 7 GUEST LECTURE: Current educator's experience with Culturally Relevant Teaching		Article 4 Summary for Intersectionality Project (2 points)
12	11/12 and 11/14	Culturally responsive practices with families and community members of underrepresented populations.	See additional readings on BB	Media Assignment Paper Due (25 points possible)

Week	Date	Topics	Readings Due by Next Class Session	Assignments Due this Week (Thursday by 10:30am)
13	11/18 and 11/21	Future directions in American education to ensure educational equity and inclusive education for all students.	See additional readings on BB	Intersectionality Introduction and Conclusion due (2 points)
14	11/26 (optional virtual office hours) and NO CLASS ON 11/28	Work on final papers and presentation *11/26 optional virtual office hours with Dr. Raines*		Final Intersectionality paper due Sunday, 12/1 at 11:59pm.
15	12/3 and NO CLASS 12/6	Presentations of Intersectionality Project		Intersectionality Project Presentations (10 points possible)

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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 your LMS should be directed to:
 - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s): Intersectionality Rubric

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Background/Introduction Student provides a clear and focused introduction to two areas of diversity through which intersectionality with disability will be examined as well as linkages to course content and student’s own background of understanding and diversity affiliation(s)/biases (10 points)			
Summaries of Research: Each of 4 research-based articles is thoroughly yet concisely described and conclusions are drawn about each study with respect to individuals with disabilities and teaching and learning. Citations are accurate, studies/articles are current (10 points)			

<p>Summary/Conclusions</p> <p>Summarizes conclusions about what the research articles say collectively AND Concludes with a section on how this research and course content will impact one’s ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles. Make recommendations to future service providers about what you’ve learned.</p> <ul style="list-style-type: none"> • Depth of reflection & depth of linkages to other course readings, course content, and teaching in general. <p>(10 points)</p>			
<p>Writing</p> <p>Reflection is written to professional standards, in APA style, and there are <u>very few</u> writing or editing errors. (5 points)</p>			