



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

Fall 2024

EDSE 501 001: Introduction to Special Education

CRN: 72748; 3 – Credits

<b>Instructor:</b> Dr. Deborah Dupree	<b>Meeting Dates:</b> 8/26/24 – 10/20/24
<b>Phone:</b> (703) - 307-9173	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> ddupree@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> Virtual, by appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Virtual	<b>Other Phone:</b> 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):** 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, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances.

**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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, [mason@support.edu.help](mailto:mason@support.edu.help) for assistance.

### **Course Delivery Method**

Learning activities include the following:

1. Readings, lectures, and discussions
2. Websites, videos, and other media-based course resources
3. Application activities and assignments
4. Quizzes and reflective activities
5. Exploratory and research-based project
6. Performance-based assessments and certificates
7. Course feedback

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

· To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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 updated browsers.
  - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- BioSig-ID™ is required (directions at the end of the *Getting Started* section).
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.
- Technical Support 24/7
  - chat: <https://support.edu.help>
  - call: 1-844-306-1785
  - e-mail: [Mason@support.edu.help](mailto:Mason@support.edu.help)

### **Expectations**

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays at 12:01 a.m., and finish on Mondays at 11:55 p.m. in accordance with the Course Schedule.
- Log-in Frequency:  
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- 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.

### **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.

### **Course Relationship to Program Goals and Professional Organizations**

(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 Textbooks**

Friend, M. (2023). *Special education: Contemporary perspectives for school professionals* (6th ed.). Pearson.

### **Required Formatting**

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

### **Required Resources**

Consistent access to course LMS site.

### **Additional Readings**

Posted on your LMS throughout the course.

### **Course Performance Evaluation**

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

### **Assignments and/or Examinations**

#### **Performance-based Assessment**

(VIA submission required)

None.

#### **College Wide Common Assessment**

(VIA submission required)

None.

#### **Performance-based Common Assignments**

(No VIA submission required.)

*Child Abuse Awareness Certificate*, which is included as a Module 5 assignment requiring submission in LMS.

*Dyslexia Awareness Certificate*, which is included as a Module 3 assignment requiring submission in LMS.

*Cultural Competency Certificate*, which is included as a Module 7 assignment requiring submission in LMS.

*Final Knowledge Paper*, which is scaffolded throughout the course. An overview of the assignment can be found in Module 1.

### **Other Assignments**

Checklists are provided for each module detailing the assignments for each section of the course. Examples of graded elements of the course include assignments, discussions, quizzes, reflections, and the two papers.

### **Assignment Summary**

Below is a summary of the various kinds of work required for the course. Students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Graded Tasks Summary	Possible Points
Varied Assignments (Seven Items) <ul style="list-style-type: none"><li>• BioSig (10 pts.)</li><li>• Cycle of Sped KWL (15 pts.)</li><li>• Certificates (5 X 25 pts. each)</li></ul>	150
Discussions (8 X 20 pts. each)	160
Quizzes (8 X 15 pts. each)	120
Reflections (8 X 25 pts. each)	200
Course Project (Two Parts) <ul style="list-style-type: none"><li>• Exploratory Paper (60 pts.)</li><li>• Knowledge Paper (100 pts.)</li></ul>	160
Total Possible Points	790

### **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

All coursework will be online in an Asynchronous format. There will be no face-to-face meetings. However, engagement with all elements provided in each module and timely participation in interactive opportunities is the expectation.

### Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via your LMS on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). **Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made.**

### APA Style

The standard format for any written work in the College of Education and Human Development here at Mason is APA. If you are unfamiliar with APA, it would benefit you to explore the *Publication Manual of the American Psychological Association* (7th ed.) or access one of the internet sites that provides a summary of this information. For online resources regarding APA Style, please access the *Library Resources* button on the course LMS site. Christopher Lowder is our library specialist for this course and can be reached at [clowder2@gmu.edu](mailto:clowder2@gmu.edu). He is a great resource for any research questions.

### Evaluation

All Module assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. You should support your statements and ideas with evidence from these sources, giving these sources credit in accordance with APA Style. Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module. Grades will post to the Grade Center and can be accessed by clicking on the *My Grades* button. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

### Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you use either exact words or paraphrased ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar and Dean's office. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to plagiarism detection services

for an integrity assessment as needed. For online resources regarding plagiarism, please access the *Library Resources* button on our site.

### **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.

### **AI Statement**

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Use of Generative AI tools will sometimes be in alignment with the learning outcomes for this course; when meeting the outcome requires original human action, creativity or knowledge, AI tool use would not align with the stated course goals. Student work may be analyzed using an originality detection tool focused on Generative AI tools.

### **Communication**

The best way to contact me is through email, although I am happy to arrange phone calls or Zoom calls upon request. There is a Send Email icon in the Tools section on the left navigation bar in the course. My email (as well as the emails of your classmates) is located there. I will check email at least once a day on weekdays unless I notify you otherwise. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email at least once, which could increase response time to 48 hours. As communication is a two-way process, please plan to check your Mason email frequently. Please don’t hesitate to reach out early and often if you have questions or concerns.

### **Grading** (traditional rounding principles apply)

93-100% = A	90-92% = A-	87-89% = B+
83-86% = B	80-82% = B-	
70-79% = C		
< 69% = F		

**\*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).

### Course Schedule

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

Module Number and Key Dates	Topics	Deliverables
<p>1</p> <p>Opens 8/26/24 * 12:01 AM</p> <p>Initial DB Post Due 8/29/24</p> <p>All Other Tasks Due 9/2/2024* 11:55 PM</p>	<p>*Getting Started</p> <p>*Foundations of Special Education: Exploring Historical Perspectives, Legal Mandates, Personnel, Procedural Safeguards, and Ethical Practices)</p> <p>*Orientation to the Final Paper</p>	<p>*Complete all elements of the Module 1 Checklist (provided in overview section of Module 1)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 1 and on this Course Schedule</p> <p><b>*Note: The course start date is on Monday. The remainder of Module 1 assignments re due on Tuesday, 9/2/2024 since Monday, 9/1/2024 is a holiday (Labor Day)</b></p>
<p>2</p> <p>Opens 9/2/2024</p> <p>Initial DB Post Due 9/5/2024</p> <p>All Other Tasks Due 9/9/2024</p>	<p>*The Cognitive Continuum: Exploring Intellectual Disabilities (ID), Multiple Disabilities, and Giftedness</p>	<p>*Complete all elements of the Module 2 Checklist (provided in overview section of Module 2)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 2 and on this Course Schedule</p>

Module Number and Key Dates	Topics	Deliverables
<p>3</p> <p>Opens 9/10/2034</p> <p>Initial DB Post Due 9/12/2024</p> <p>All Other Tasks Due 9/16/2024</p>	<p>*The Dynamic Duo: Exploring Specific Learning Disabilities (LD) and Emotional and Behavior Disorders (EBD)</p>	<p>*Complete all elements of the Module 3 Checklist (provided in overview section of Module 3)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 3 and on this Course Schedule</p>
<p>4</p> <p>Opens 9/17/2024</p> <p>Initial DB Post Due 9/19/2024</p> <p>All Other Tasks Due 9/23/2024</p>	<p>*A Spectrum of Considerations: Exploring Speech or Language Impairment (SLI) and Autism Spectrum Disorders (ASD)</p>	<p>*Complete all elements of the Module 4 Checklist (provided in overview section of Module 4)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 4 and on this Course Schedule</p>
<p>5</p> <p>Opens 9/24/2024</p> <p>Initial DB Post Due 9/26/2024</p> <p>All Other Tasks Due 9/30/2024</p>	<p>*The Physical Realm: Exploring Orthopedic Impairments (OI), Other Health Impairments (OHI) including Attention Deficit-Hyperactivity Disorder (ADHD), and Traumatic Brain Injury (TBI)</p>	<p>*Complete all elements of the Module 5 Checklist (provided in overview section of Module 5)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 5 and on this Course Schedule</p>
<p>6</p> <p>Opens 10/2/2024</p> <p>Initial DB Post Due 10/3/2024</p> <p>All Other Tasks Due 10/7/2024</p>	<p>*The Sensory Arena: Exploring Visual Impairments (VI) including Blindness, Hearing Impairments (HI), Deafness, and Deaf-Blindness</p>	<p>*Complete all elements of the Module 6 Checklist (provided in overview section of Module 6)</p> <p>*Submit all deliverables as noted in the Learning Objectives section of Module 6 and on this Course Schedule</p>

Module Number and Key Dates	Topics	Deliverables
7 Opens 10/8/2024  Initial DB Post Due 10/10/24  All Other Tasks Due 10/15/2024 *	*Creating Opportunities for All Learners: Exploring: Exploring Multicultural Perspectives and Collaboration in Special Education	*Complete all elements of the Module 7 Checklist (provided in overview section of Module 7) *Submit all deliverables as noted in the Learning Objectives section of Module 7 and on this Course Schedule  <b>*Note: Monday, 10/14/2024 is Indigenous People’s Day and may be a holiday in some areas</b>
8 Opens 10/15/2024  Initial DB Post Due10/17/2024  All Other Tasks Due *Sunday 10/20/2024	*Review and Wrap-up: The Past, the Present, and the Future	*Complete all elements of the Module 8 Checklist (provided in overview section of Module 8) *Submit all deliverables as noted in the Learning Objectives section of Module 8 and on this Course Schedule  <ul style="list-style-type: none"> <li>• <b>The course ends on Sunday, 10/10/2024 at 11:55 PM.</b></li> </ul>

^Deviates from standard format described earlier in this syllabus.

### 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/).

### **Campus Resources**

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto: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:
  - 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](mailto: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, Patawomeck, 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)**

All rubrics are posted on your LMS. An example grading rubric for one of the Performance-based Common Assessments for this course, the Final Paper, is included on the following page. The other three common assessments do not require a rubric as the certificates are either completed and submitted on time for full credit or they are not.

**Grading Rubric – Final Project Knowledge Paper**

	HIGHLY COMPETENT	COMPETENT	ADEQUATE	NEEDS IMPROVEMENT
Philosophy Statement Section A	<b>14-15 pts</b> Philosophy statement is clear and concise; it addresses all requested elements in a manner reflective of matured understanding and in-depth ideas.	<b>12-13 pts</b> Philosophy statement is clear and concise; it addresses all requested elements in a manner reflective of evolving understanding and in-depth ideas.	<b>11 pts</b> Philosophy statement is clear and concise; it addresses most requested elements in a manner reflective of evolving understanding.	<b>0-10 pts</b> Philosophy statement lacks clarity, fails to address required elements, and/or lacks depth of understanding.
Single Disability Knowledge Sections B-D	<b>41-45 pts</b> Addresses characteristics, learning needs, and lifespan considerations for one disability area with evidence of comprehensive understanding including references.	<b>36-40 pts</b> Addresses characteristics, learning needs, and lifespan considerations for one disability area with some evidence of accurate understanding.	<b>31-35 Points</b> Addresses most required elements for one disability area; some concepts insufficiently developed or inadequately presented in an organized and meaningful way.	<b>0-30 Points</b> Missing required elements and concepts not fully developed or presented in an organized and meaningful way.
Comparative and Reflective Perspectives Sections E-F	<b>27-30 pts</b> Addresses similarities and differences with 2 additional disability areas with evidence of comprehensive understanding including	<b>24-26 pts</b> Addresses similarities and differences with 2 additional disability areas with some evidence of accurate understanding	<b>21-23 Points</b> Addresses some required elements for additional disability areas and reflection on growth; some concepts insufficiently	<b>0-20 Points</b> Missing required elements and concepts not fully developed or presented in an organized and meaningful way.

	HIGHLY COMPETENT	COMPETENT	ADEQUATE	NEEDS IMPROVEMENT
	references and offers in-depth reflection on growth.	and offers in-depth reflection on growth.	developed or inadequately presented in an organized and meaningful way.	
Requirements	<p><b>9-10 pts</b></p> <p>Meets all assignment expectations (e.g., template, APA format, structure, content, and objectives).</p>	<p><b>8 pts</b></p> <p>Meets most assignment expectations (e.g., template, APA format, structure, content, and objectives).</p>	<p><b>7 Points</b></p> <p>Meets some assignment expectations (e.g., template, APA format, structure, content, and objectives)</p>	<p><b>0–6 Points</b></p> <p>Assignment fails to meet most assignment expectations (e.g., template, APA format, structure, content, and objectives).</p>