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

Fall 2024
EDSE 501: Introduction to Special Education
Section: 611; CRN: 84057
Section: 6V1; CRN: 84078
3 – Credits

Instructor: Dr. Sharon Ray	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: 703.993.5247 Office	**Meeting Day(s):** N/A
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Office Hours: By appointment	**Meeting Location:** N/A; Online
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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, 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 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 on **Monday, August 26th, 2024.**

- 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

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- 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.

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 11:59pm. All module work should be completed and turned in by 11:59pm on Sunday, 12/8 except for the last part of Module H. The last part of Module H & the final paper should be completed and turned in by 11:59pm on Sunday, 12/15.
- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  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 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.

- 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.

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
On BlackBoard

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

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

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities • 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 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.

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. 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.**

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 following university Incomplete work submission guidelines, 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
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%

*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/) and GMU Catalog - 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). 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.

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.

Other AI Information Specific to this Course

Original work is required in this course to meet its learning objectives. Work produced by Generative AI is not original work and will not aid in the learning process for this course.

All work submitted in this course must be your own original work; use of AI writing tools, such as ChatGPT, are prohibited in this course and will be considered a violation of academic integrity. All academic integrity violations will be reported to the office of Academic Integrity.

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 Due Date: (December 8th)	Module A	Getting Started; Introduction to the course	☐ Getting to know the course ☐ Capturing your thinking	☐ Child Abuse and Neglect Certification* ☐ Cultural Competency Module* ☐ Professional Disposition Survey ☐ Purchase/Rent Textbook ☐ Reflection 1
Week 2 Due Date: (December 8th)	Module B	Foundations of Special Education: Historical Perspectives, Legal Mandates, Personnel, Procedural Safeguards, and Ethical Practices	☐ Read: Ch. 1 ☐ Read: Ch. 2 ☐ Lesson: Historical Foundations and Special Education Law	☐ Reading Check: Ch. 1 ☐ Reading Check: Ch. 2 ☐ Lesson Check: Historical Foundations and Special Education Law ☐ **Teaching Philosophy Paper**
Week 3 Due Date: (December 8th)	Module C	The Cognitive Continuum: Exploring **Intellectual Disabilities (ID)**, **Multiple Disabilities**, and **Giftedness**	☐ Read: Ch. 13 ☐ Lesson: Severe Disabilities ☐ Introduce Profile Assignment	☐ Reading Check: Ch. 13 ☐ Lesson Check: Severe/multiple disabilities
Week 4 Due Date: (December 8th)	Module C	The Cognitive Continuum Continued	☐ Read: Ch. 5 ☐ Lesson: Intellectual Disabilities ☐ Read: Ch. 15 ☐ Lesson: Giftedness	☐ Reading Check: Ch. 5 ☐ Lesson Check: ID ☐ Reading Check: Ch. 15 ☐ Lesson Check: Giftedness

Week 5 Due Date: (December 8th)	Module D	The Dynamic Duo: Exploring Specific **Learning Disabilities (LD)** and **Emotional and Behavior Disorders (EBD)**	☐ Read: Ch. 6 ☐ Lesson: LD	☐ Reading Check: Ch. 6 ☐ Lesson Check: LD ☐ Dyslexia Awareness Certification*
Week 6 Due Date: (December 8th)	Module D	The Dynamic Duo Continued	☐ Read: Ch. 8 ☐ Lesson: EBD	☐ Reading Check: Ch. 8 ☐ Lesson Check: EBD ☐ Reflection 2
Week 7 Due Date: (December 8th)	Module E	Spectrum of Considerations: **Exploring Speech or Language Impairment (SLI)** and Autism Spectrum Disorders (ASD)	☐ Read: Ch. 9 ☐ Lesson: ASD	☐ Reading Check: Ch. 9 ☐ Lesson check: ASD ☐ **Profile Assignment: Exploring Disability Profile Characteristics, Needs, and Reliable Sources**
Week 8 Due Date: (December 8th)	Module E	Spectrum of Considerations Continued	☐ Read: Ch. 10 ☐ Lesson: Speech/Language and communication disorders	☐ Reading Check: Ch. 10 ☐ Lesson check: SLI ☐ Reflection 3
Week 9 Due Date: (December 8th)	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)**	☐ Read: Ch. 14 ☐ Lesson: Orthopedic Impairments ☐ Introduce Poster Assignment	☐ Reading Check: Ch. 14 ☐ Lesson Check: Orthopedic Impairments

Week	Module	Topic	To Do	Assignments
Week 10 Due Date: (December 8th)	Module F	The Physical Realm Continued	☐ Read: Ch. 7 ☐ Lesson: ADHD	☐ Reading Check: Ch. 7 ☐ Lesson Check: ADHD
Week 11 Due Date: (December 8th)	Module F	The Physical Realm Continued	☐ Lesson: TBI	☐ Lesson Check: TBI ☐ **Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources**
Week 12 Due Date: (December 8th)	Module G	The Sensory Arena: Exploring **Visual Impairments (VI)** including Blindness, **Hearing Impairments (HI)**, Deafness, and Deaf-Blindness	☐ Read: Ch. 12 ☐ Lesson: Visual Impairments	☐ Reading Check: Ch. 12 ☐ Lesson Check: Visual Impairments
Week 13 Due Date: (December 8th)	Module G	The Sensory Arena Continued	☐ Read: Ch. 11 ☐ Lesson: Hearing Impairments ☐ Introduce Final Paper	☐ Reading Check: Ch. 11 ☐ Lesson Check: Hearing Impairments ☐ Disability in Pop Culture Assignment
Week 14 Due Date: (December 8th)	Module H	Creating Opportunities for All Learners: Exploring Multicultural Perspectives and Collaboration in Special Education	☐ Read: Ch. 3 ☐ Lesson: Cultural Competency ☐ Read: Ch. 4 ☐ Lesson: Families	☐ Reading Check: Ch. 3 ☐ Lesson Check: Cultural Competency ☐ Reading Check: Ch. 4 ☐ Lesson Check: Families ☐ Reflection 4
Week 15 Due Date: (December 15th)	Module H	Final Class & Wrap-up	☐ Discussion on the future of special education ☐ Wrap up video	☐ **Final Paper Due** (Dec. 8) ☐ Special Education Disposition Survey

*Completion is required to pass this course

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/)

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/).

- 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/).

- 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/).

- 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/

   o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources 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 **she, her, hers** myself and you may address me as "Sharon Ray" or "Dr./Prof. Ray" 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.

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 Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.		**10**
		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
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		**40**

	Earned Points	Possible Points
Organizations (Analyze & Judge) Description of the selected organization includes: name, website, mission statement, funding, target audience, and what the organization does		**40**
Poster Product is straightforward, clear, purposefully organized, and visually appealing. Venn diagram and graphic organizer are included.		**10**
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.		**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

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
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.		25
Similarities and Differences to Other Disabilities (Judge) The paper compares and contrasts the chosen disability with 2 other disabilities (or disability categories: mild, severe, or sensory).		25
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).		40
APA Style		10

Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.		
Total Points		**150**