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

Spring 2023
EDSE 501 6S2: Introduction to Special Education
CRN: 24406, 3 – Credits

Instructor: Liber L Riccio, EdD	**Meeting Dates:** 1/9/23 – 5/15/23
Phone: 202 744 9775	**Meeting Day(s):** N/A
E-Mail: LRiccio@gmu.edu	**Meeting Time(s):** N/A
Office Hours: NA	**Meeting Location:** N/A; Online
Office Location: NA	**Other Phone:** NA

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Course Overview
EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Course members 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 written presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You can log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. *Course site will be available on 8 January 2023*.

Under no circumstances, may course members participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
> To participate in this course, students will need to satisfy the following technical requirements:
>
> - High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
>
>   To get a list of supported operation systems on different devices see: Tested devices and operating systems

(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested
-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings would take place (Monday) as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and 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.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

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

1. Analyze how educators and other professionals address the variance between "typical" and "atypical" behaviors across the lifespan.
2. Distinguish characteristics of children and youth with disabilities across all IDEA categories relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
3. Interpret information on individual differences and formulate ways to create meaningful learning experiences and interaction opportunities for all students.
4. Discuss current regulations governing special education policies and practices including rights, responsibilities, and legal status of all parties within the context of schools and communities.
5. Analyze historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice within the context of organized public education in the United States.
6. Examine legal aspects of special education regarding litigation, legislation, and expectations associated with the identification, education, and evaluation of students with disabilities.
7. Explain the etiological factors and medical aspects associated with various disabilities.
8. Summarize and evaluate past, present, and future models of assessment and intervention, including use of innovative technology.
9. Illustrate how principles of learning influence the selection of relevant, appropriate, and culturally responsive materials for all learners (e.g., gifted, English learners, students with disabilities).
10. Identify individual needs such as dyslexia and related evidence-based practices for intervention.
11. Evaluate the dynamic influence of family systems relative to the education of students with disabilities.
12. Evaluate the dynamic influence of culture and environmental settings relative to the education of students with disabilities.

13. Consider ethical considerations for the treatment of all children within the context of professional standards of practice.
14. Recognize child abuse and implement research-based interventions to address abusive and traumatic situations.

Professional Standards
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Texts
Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2022). *Exceptional Learners: An introduction to special education* (15th ed.). Pearson.

This text is available as e-text or print edition for rent only. At the end of the rental period, course members have the option to purchase the text. Please order from the publisher directly as access to texts from other vendors cannot be guaranteed. Order information:
 https://www.pearson.com/en-us/subject-catalog/p/exceptional-learners-an-introduction-to-special-education/P200000001190/9780137519811

Recommended Textbooks
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 (Required)
On Blackboard

Additional Reading (Not Required)
Riccio, L. L. (2014), *For What Child*, Amsterdam, Netherlands: Sense Publishing

        GMU Library link for the ebook version of *For What Child*
https://link-springer-com.mutex.gmu.edu/book/10.1007%2F978-94-6209-599-1

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

VIA/SLL 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, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE).

Assignments and/or Examinations
> **Performance-based Assessment**
> **(VIA/SLL submission required)**
> NA

> **College Wide Common Assessment**
> **(VIA/SLL 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

Other Assignments
- **Beyond the Modules Activities:** During Week 1 of the course, there Beyond the Modules Activities. **They are all required for a passing grade in the course.**

- **Module Activities:** This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each lesson includes a reading, lecture, video or media component, and a reading and lesson check. Below are brief summaries of the module activities**;** *see Blackboard and course schedule below for detailed directions and grading rubrics.*
  - **Reading and Lesson Checks:** At the end of each lesson, there are reading and lesson check assignments. In most lessons, these checks are 5-10 multiple choice or true-false questions. These checks assess your understanding and recall of the chapter or module you were assigned. You may use materials such as books or notes to help you complete these checks. **You may take each check, up to 2 times.**
  - **Module Self-Reflections:** At the end of several modules, there is a self-reflection in which you will read statements about special education topics and write a written reflection. You will analyze, judge, and apply module content within your reflections.
  - **Module Assignments:**
    - **Modules B and H require students to write individual APA-style papers.**
      - **Module B - Teaching Philosophy Paper - (6-9 pages including title page, abstract and references, etc**): Paper is a personal philosophy statement. It also requires you to choose and write about two activities

from a list of community-based options – *not school-based activities*. **Use rubric and question numbers as your guide when organizing your responses to each question in the assignment.** For example, start with Section 1, question 1., answer the question, then question 2, answer the question and so on – this will ensure you have responded fully to each question. (See the ASSIGNMENT FOLDER on Bb for a detailed description of the Paper for additional details/resources).

- **Module H - the Final Paper** : **9-12 pages including cover, abstract, and reference page(s)**, **etc**. Choose a disability topic (1 of 13 IDEA disability categories only – **not a subcategory**); research the disability and write about it. You will use information/research from other module assignments and additional research to inform the final paper. **Papers longer than 12 pages total including references (**12 pt font, double spaced) **will not be graded – they will be returned. Use the Section headings (A-E) as your guide when organizing your paper to** ensure you have responded fully to each Section. (See the Appendix for a detailed description of the Final Paper and Blackboard Assignment folder for additional details).

- **Poster and Profile Assignments** are intended to help you collect information from multiple sources to dig deeper into one disability group (**one of the 13 IDEA disability categories – not a subcategory**) for each assignment. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the module's focus.

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

Assignment Summary

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities • Required Modules (CA, LD) • Professional Disposition Survey		10, 10 points 5 points **25**
Reading Checks		**150** (10 points each)
Lesson Checks		**150** (10 points each)
Reflections		**200 (**50 points each)
Teaching Philosophy (Assignment 1)		**100**
Profile (Assignment 2)		**100**
Poster (Assignment 3)		**100**
Disability in Pop Culture		**25**
Final Paper (Assignment 4)		**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 an email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
All coursework will be online in an asynchronous format.

All instruction takes place online through Mason's Blackboard Learning Management System. This is a 3-credit graduate level course. Traditional 3-credit courses across a 15- week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. This course includes the same amount of content as a traditional 15-week course. As you budget your time for the course, keep in mind the importance of allotting an appropriate amount of time for course preparation, reading assignments, lesson activity completion, and longer module assignments. I would recommend that you review the syllabus carefully and develop a schedule for yourself. Course members have failed the course because they did not allocate time and ran out of it at the end. ***Please note that ALL work for the course must be completed by the end date of the course given in the Course Schedule***.

This is both an interactive and independent course that requires a high level of self-direction, communication, and problem solving on your part. You will learn from the material provided and from one another. You are responsible for all communication that occurs during the time of the course. Please check your Mason email frequently (or set it to forward to a preferred address), even after you have finished all components of the course. If something is missing or I need to contact you, I will send you communication through your Mason email only. If you are having trouble finding something within the course or have content-based questions, please contact me. If you are having technical issues, please refer to the ITU Contact information in this syllabus.

Written Assignments. References, Sources and Cites
     What is acceptable in this course

A good option for references/sources/cites is to check the many online full text databases subscribed to by the University Libraries and available for free to all Mason students. The content in these databases have gone through an editorial process, have been peer-reviewed, the authors are identified along with their credentials and affiliations, they cite their sources, there is

no advertising, the articles have dates, so you know when it was written (or at least published). This is the gold standard in this course.

What is not acceptable in this course

Cites/references from WebMD, Wikipedia, similar commercial online services.

Evaluation

Assignments are evaluated according to rubrics. You can find assignment descriptions and rubrics in each Module. Grades for most reading and lesson checks will be available immediately after you finish and will post to Grade Center (My Grades in the left side navigation bar). For Module assignments I will grade assignment and post score you earned and my comments to Grade Center. You can read comments by clicking on grade. If you have any questions. If you have difficulty with an assignment, either in understanding it or completing it, please contact me immediately to discuss.

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from sources, giving these source(s) credit - - remember plagiarism is **stealing someone else's work – cite your sources completely and accurately.** The standard format for writing in education is outlined in the 2020 *Publication Manual of the American Psychological Association*. The citation for this manual is included in the section, Recommended Texts. This is also called "APA Style." For an online resource, see **www.apastyle.org.**

N.B.   **PAY PARTICULAR ATTENTION TO RUBRICS, and FOLLOW FORMAT OF ASSIGNMENTS (i.e., order of questions) AS WELL AS APA STYLE GUIDELINES**

Late Work
Work is considered on time if it is submitted by 11:59 p.m. EST on the date that it is due. You have a great deal of latitude to plan your time. *There are recommended dates for completion of all assignments. However, final due dates are provided starting on April 2, to support the successful completion of the course. During this period of final due dates, late work will be accepted with a 10% per day point reduction.* For example, a course member will lose 10 points from the 100 points available for the Teaching Philosophy Paper assignment the first day the assignment is late. So, if the Teaching Philosophy Paper assignment is one day late the maximum score possible is 90 with no other point reductions. *No work will be accepted after midnight EST on final day of the course*.

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 course member's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading only the student's completed work done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. **Any course member 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**

ALL WORK IS TO BE SUBMITTED IN WORD, NOT .pdf

Grading

As you can imagine, grading and providing feedback are among the most powerful tools in which a professor (and teacher) can communicate with course members / students. They are interconnected tools that allow the professor (in this case me) to express what he thinks about a student's learning, and a course member/student to take on board the comments – either way it is a growth experience.

If a course member waits until the last minute to submit assignments, it will impact on my ability to respond fully to that submission – I will only be able to give a grade and not be able to give you feedback since the clock will be running toward the end date for the course. Please keep this in mind as you start the course and your assignments.

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

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

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to

exhibit professional behaviors and dispositions at all times. 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. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

Week (Starts on Monday at 12:00 am)	Module	Topic(s)	Activities and Readings	Deliverables (Due Sunday by 11:59 pm) SUGGESTED DUE DATES FOR ASSIGNMENTS	FINAL DUE DATES FOR ASSIGNMENTS
Week 1 - 3	Module A	Getting Started; Introduction to the course	☐ Getting to know the course ☐ Capturing your thinking	☐ Child abuse and Neglect Certification ☐ Professional Disposition Survey ☐ Purchase/Rent Textbook ☐ **Reflection 1**	☐ **Reflection 1** **Due April 2**
Week 4	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**	☐ **Teaching Philosophy Paper** **Due April 2**

Week 5	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 6	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 7	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 8	Module D	The Dynamic Duo Continued	☐ Read: Ch. 8 ☐ Lesson: EBD	☐ Reading Check: Ch. 8 ☐ Lesson Check: EBD ☐ **Reflection 2**	☐ **Reflection 2** **Due April 2**
Week 9-10	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**	☐ **Profile Assignment: Exploring Disability Profile Characteristics, Needs, and Reliable Sources** **Due April 9**

Week 11	Module E	Spectrum of Considerations Continued	☐ Read: Ch. 10 ☐ Lesson: Speech/Language and communication disorders	☐ Reading Check: Ch. 10 ☐ Lesson check: SLI ☐ **Reflection 3**	**Reflection 3** **Due April 16**
Week 12	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 13	Module F	The Physical Realm Continued	☐ Read: Ch. 7 ☐ Lesson: ADHD	☐ Reading Check: Ch. 7 ☐ Lesson Check: ADHD	☐
Week 14	Module F	The Physical Realm Continued	☐ Lesson: TBI	☐ Lesson Check: TBI ☐ **Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources**	**Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources** **Due April 23**

Week 15	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 16	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**	☐ **Disability in Pop Culture Assignment** **Due April 30**
Week 17	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**	☐ **Reflection 4** **Due May 7**
Week 18	Module H	Final Class & Wrap-up	☐ Discussion on the future of special education ☐ Wrap up video	☐ **Final Paper Due** ☐ Special Education Disposition Survey	☐ **Final Paper** **Due May 15**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA/SLL should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per [University Policy 1202](https://). 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)](https://) at 703-380-1434 or [Counseling and Psychological](https://)

[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/)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Module H (Final) Assignment

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

Select one disability category – not a sub group of a disability and through your research demonstrate your knowledge of : (a) the characteristics, including etiology of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and family), and (d) how disability is similar and different to other types of disabilities (e.g., mild, severe, sensory).

Do not rely mainly on the book to complete this assignment.

To show growth and to meet competencies noted in the rubrics, you must combine what you learned from the following into a RESEARCH paper:

1. The coursework (e.g., lectures, videos, articles, and textbook readings),
2. The independent learning activities you have completed (e.g., IRIS modules, field experiences), and
3. The exploratory activity you completed in lesson 3 of Module 4.

Paper
Guidelines

Your paper should be at least 10 pages and not longer than 12 pages including cover page, abstract and references. Papers longer than 12 pages will not be graded – they will be returned. **See how to write a pithy paper in the Announcement Folder. Papers must be in 12 pt and double spaced and in .Doc , NOT .pdf**

You may choose to describe the characteristics and the impact of a selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and

exploratory activity and explain how that connects with the content you have learned in the course. Your writing should be clear and easy to understand. And you should have at least 10 references cited in APA format. Be sure to refer to grading rubric to make sure that you have addressed all required topics.

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester <u>AND</u> demonstrate with research and use of course materials and outside sources that you clearly understand the content you have learned. Your paper should address the following areas for the disability category you have selected and you must include each section in the order it is presented.

A. Disability Category (not sub group of category) Characteristics
What are the characteristics of the disability you have selected to discuss, for example:
- ☐ What is its prevalence? Is it a high- or low- incidence disability?
- ☐ How is it assessed?
- ☐ What is its etiology
- ☐ Are physical/medical issues associated with this disability?
- ☐ Are there social or behavioral implications associated with this disability?
- ☐ What are the requirements related to identification and eligibility for placement to receive special education services under IDEA – specify the placement process and eligibility characteristics per the IDEA regulation – yes, state the regulation pertinent to the disability and the requirements for admission to special education services?

B. Learning Needs
How does the disability affect learning? For example:
- ☐ What areas of learning might be impacted by this disability?
- ☐ What teaching strategies might benefit learners with this disability?
- ☐ What FAPE, IEP, LRE etc considerations are needed - or not?
- ☐ What accommodations might students with this disability need?
- ☐ Where might a student with this disability receive services? (Think LRE.)
- ☐ What skills will teachers need to work with students who have this disability
- ☐ What community/family needs, behaviors etc are associated with chosen disability

C. Lifespan Issues (including Impact on Individual and Family)
How does having this disability impact an individual?
- ☐ What are early childhood issues that need to be considered?
- ☐ What are community issues that need to be considered?
- ☐ What are post-secondary (after high school – job, college, independent living) factors that need to be considered?
- ☐ What impact does having this disability have on social relationships?
- ☐ What is the impact of the disability on the family?
  - • What daily living skills might be impacted by this disability?
  - • How does this disability impact family dynamics?
  - • What information do families need to advocate for their children who have disabilities?

D. Similarities and Differences to Other Disabilities
How is this disability similar and different to other disabilities (or other disability areas)?
For example:
  - ☐ Is there a difference in the prevalence of the chosen disabilities?
  - ☐ What are differences in possible school placements for students with the selected disabilities?
  - ☐ What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?

E. Information Synthesis
What have you learned about learners with disabilities in the course, through your assignments and research? What did you learn from the completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) ? And can you show what you learned in the course by integrating what was learned through these experiences with learning from other coursework (i.e.,lectures, articles, textbook readings).

(*This section does not have to be a separate section but in order to get credit there must be clear statements showing personal growth in knowledge about learners with disabilities through your writing and research. You must clearly demonstrate completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings*).

F. APA Style
Your writing should be clear and easy to understand and is research based and with few to no grammar errors/typos. At least 10 references and at least 10 different citations (from different reference materials) are correctly reported/cited in APA format. And the APA/GMU paper format (eg, title page, abstract, header, reference page) must be followed.

Grading Rubric

USE the following rubric as section headings in your paper –

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

Requirement	Points

a. <mark>**Disability Category**</mark> (**not a sub group of a disability**) Characteristics Salient characteristics including etiology and history, of the disability are clearly described. Requirements related to identification, assessment and eligibility for placement for special education services under IDEA are	___/25
b. <mark>**Learning Needs**</mark> Learning and social/community needs associated with the chosen disability are clearly described and discussed, including relevant FAPE related considerations - LRE, IEP, etc.	___/25
c. <mark>**Lifespan Issues (including Impact on Family)**</mark> A clear description and discussion of the impact of the disability across the lifespan (home, community, school, post school, etc) is provided.	___/25

d. <mark>**Similarities and Differences to Other Disabilities**</mark>
The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory). Is there a difference in the prevalence of the chosen disabilities?
    ☐ What are differences in possible school placements for students with the selected disabilities?
    ☐ What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?
	___/25

e. <mark>**Information Synthesis**</mark> Student demonstrates personal growth in knowledge about learners with disabilities through writing and research. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings). (*This section does not have to be a separate section but in order to get credit there must be clear statements showing personal growth in knowledge about learners with disabilities <mark>through</mark> your writing and research. You must clearly demonstrate completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned*	___/40
f. <mark>**APA Style**</mark> Writing is clear and easy to understand and is research based. There are few to no grammar errors/typos. At least 10 references and at least 10 different citations (from different reference materials) are correctly reported/cited in APA format. APA/GMU paper format (eg, title page, abstract, header,	___/10
Total Points	**/150**

All other assignments and rubrics are listed on Bb