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

Fall 2020
EDSE 501 6S1: Introduction to Special Education
CRN: 85442, 3 – Credits

Instructor: Liber L Riccio, EdD	Meeting Dates: 8/24/20 – 12/14/20
Phone : 202744 9775	Meeting Day(s): Asynchronous
E-Mail: lriccio@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: NA	Meeting Location: N/A; Online
Office Location: NA	Other Phone: NA

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

Prerequisite(s):
None

Co-requisite(s):
None

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

Course Overview
EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Students will examine the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research 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 will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **Course site is available starting 24 August 2020**.

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 communications.

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/) (https://get.adobe.com/reader/)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (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 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. And the module 4 final assignment - Papers longer than 12 pages (12 pt font and double spaced) will not be graded – they will be returned.
- 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 insure accessibility must be registered with George Mason University Disability Services.

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), 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
Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2018). *Exceptional Learners: An introduction to special education*, 14th ed. Upper Saddle River, NJ: Pearson

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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

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., Blackboard, 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 (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.

For EDSE 501, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(Tk20 submission required)
None

College Wide Common Assessment
(TK20 submission required)
None

Performance-based Common Assignments
(No Tk20 submission required)
See Blackboard Module 4 Final Paper, described below

Other Assignments

- At the end of each lesson, there is a reading check assignment. In most lessons, these checks are @10 multiple choice questions. These reading checks assess your understanding and recall of the chapter in the textbook you were assigned. You may use materials such as books or notes to help you complete these checks. **You may take each reading check quiz up to 2 times**.

- Please see the course schedule in this syllabus for an outline of all course assignments.

- **Module Assignments** – See the Assignments tab in BlackBoard for detailed directions. Below is a brief summary of the four major assignments.

  - **Modules 1 (4-6 pages) and 4** (**9-12 pages**) require students to write papers individually.
    - o The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of community-based options. You will include a summary of the activities in your paper.

    - o Module 4, (Module 4 Final Paper) you must choose a disability topic (1 of 13 IDEA disability categories only – not a subcategory) related to special education, research the topic, and write about it. You will use information/research from the other module assignments and additional research to inform the final paper. **Papers longer than 12 pages total** (12 pt font and double spaced) **will not be graded – they will be returned.**

Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations, and reference pages, etc.
USE HEADINGS IN ASSIGNMENT AS YOUR GUIDE TO COMPLETING ASSIGNMENTS.

- **Modules 2 and 3** are intended to help you collect information from multiple types of sources to dig deeper into one disability group (one of the 13 IDEA disability categories – not 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.

Course Policies and Expectations

Attendance.

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. Students 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 given in the Course Schedule*.

Participation.

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. 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. If you have a question about a source compare it to the highlighted statement in this paragraph.

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 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, please contact me. 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* (7th ed.). The citation for this manual is included in the section entitled, Recommended Texts. This is also called "APA Style." For an online resource, see **www.apastyle.org**.

Late Work
You have a great deal of latitude to plan your time. No firm deadlines are set prior to **November 2** cut-off date for course registration*. However, once this final enrollment period has been met, final deadlines are provided starting **November 23** to support the successful completion of the course. During this period of final deadlines, late work will be accepted with a 10% per day point reduction.* For example, a course member will lose 10 points or 10% off 100 point Module 1 assignment the first day the assignment is late. So if Module 1 assignment is one day late the maximum score possible is 90 with no other point reductions.) ***No work accepted after midnight EST on final day of course.***

ALL WORK IS TO BE SUBMITTED IN WORD (not .pdf)

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Grading Scale

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

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N.B. PAY PARTICULAR ATTENTION TO RUBRICS, and FOLLOW FORMAT OF

ASSIGNMENTS (i.e., order of questions) AS WELL AS APA STYLE GUIDELINES

As you can imagine, grading and providing feedback are among the most powerful tools in which a professor (and teacher) can communicate with university course members / students. They are interconnected tools that allow the professor to express what he thinks about a student's learning,

If course members wait till the last minute to submit assignments, it will impact on the professor's ability to respond fully to each 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 when you start the course and your assignments.

*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. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' 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.

	Topic:	Deliverables:
Weeks 1 - 4 8/24 – 9/20	**Course Overview** 1. Review syllabus and Blackboard site AND required textbook 2. Complete Child Abuse Training 3. Complete Dyslexia Awareness Module You can complete course before deadlines	1. Child Abuse Training Certificate http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html

	Topic:	Deliverables:
	penalties for late submissions start 23 November *Module 1: History of Special Education, Disability, Legislation, Issues, and Services* **Lesson 1: History of Special Education and Disability** **Lesson 2: Legislation**	2. Dyslexia Awareness Module http://www.doe.virginia.gov/teaching/licensure/index.shtml 3. **Lesson 1 Reading Check** 4. **Lesson 2 Reading Check**
Weeks 1-4 8/24 – 9/20	*Module 1: History of Special Education, Disability, Legislation, Issues, and Services* **Lesson 3: Issues and Services**	1. **Lesson 3 Reading Check** 2. **Module 1 Self-Reflection due Sept 20** **but no later than 11/23**
Weeks 5-6 9/21 -10/4	*Module 2: Higher Incidence Disabilities* **Lesson 1: Students with Intellectual Disabilities** Lesson 2: Students with Learning Disabilities	1. **Lesson 1 Reading Check** 2. **Lesson 2 Reading Check**
Weeks 5-6 9/21 – 10/4	*Module 2: Higher Incidence Disabilities* **Lesson 3: Students with Speech/Language Impairments** **Lesson 4: Students with Emotional/ Behavioral Disorders**	1. **Lesson 3 Reading Check** 2. **Lesson 4 Reading Check** 3. **Module 1 Assignment due Oct 4** **but no later than 11/30**
Week 7 10/5 –10/11	*Module 2: Higher Incidence Disabilities* **Lesson 5: Students with Autism Spectrum Disorders**	1. **Lesson 5 Reading Check** 2. **Module 2 Self-Reflection due Oct 11** **but no later than 11/30**
Week 8 10/12-10/18	*Module 3: Lower Incidence Disabilities* **Lesson 1: Students with Other Health Impairments** **Lesson 2: Students with Visual Impairments, Including Blindness** **NB : Final deadlines start 11/23 for all assignments**	1. **Lesson 1 Reading Check** 2. **Lesson 2 Reading Check** 3. **Module 2 Assignment due Oct 18** **but no later than 11/30**

	Topic:	Deliverables:
Weeks 9-10 10/19-11/1	***Module 3: Lower Incidence Disabilities*** **Lesson 3: Students with Hearing Impairments or Who are Deaf** **Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI**	1. **Lesson 3 Reading Check** 2. **Lesson 4 Reading Check**
Week 11 11/2 – 11/8	***Module 3: Lower Incidence Disabilities*** **Lesson 5: Students with Orthopedic Impairments**	1. **Lesson 5 Reading Check** 2. **Module 3 Self-Reflection due Nov 8** **but no later than 12/7**
Weeks 12-13 11/9– 11/22	***Module 4: Issues and Collaborations*** **Lesson 1: Students with Special Gifts and Talents**	1. **Lesson 1 Reading Check** 2. **Module 3 Assignment due Nov 22** **but not later than 12/7**
Weeks 14-15 11/23-12/6	***Module 4: Issues and Collaborations*** **Lesson 2: Parents and Families** Module 4: Issues and Collaborations Lesson 3: The Future of Special Education	1. **Lesson 2 Reading Check** 2. **Lesson 3 Reading Check** 3. **Module 4 Self-Reflection due Nov 29** **but no later than 12/7**
Week 16 12/7-12/14	***Final Paper: Use feedback from all previous module activities and assignments to write the final paper***	**Module 4 paper due no later than December 14, 2020** **No longer than 12 pages in total – see assignment directions**

GRADES will be submitted by the Thursday after last day of class

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/).

- 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 VIA Help support@watermarkinsights.com. 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/).

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

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 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 from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**

- 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/).

Appendix
Assessment Rubric

Module 4 Assignment Details

The Module 4 final Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. S**elect one disability area (not subcategory of the disability)** and demonstrate your knowledge of all four topics outlined in Paper Guidelines below. Combine what you have learned from coursework, independent learning, and the exploratory activity you completed in this Module.

Paper Guidelines:
Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate that you clearly understand important content you learned. Papers longer than 12 pages total (12pt font and double spaced) will not be graded – they will be returned.

Regardless of your approach this assignment, your paper must address the following areas:

A. Disability Characteristics	What are some characteristics of the disability (**one of the 13 IDEA categories**), for example: • What is its prevalence? Is it a high- or low- incidence disability? • How is it diagnosed? • Are physical/medical issues associated with this disability? • Are there social or behavioral implications associated with this disability? • What is the placement process for eligibility for SPED 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 IEP considerations might be needed? • 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 might community/home life be for a child with this disability?
C. Lifespan Issues (including Impact on Individual and Family)	How does having this disability impact an individual? For example: • What are the early childhood issues that need to be considered? • What are community issues that need to be considered? • What post-secondary (after high school) job, college, independent living factors that need to be considered? • What impact does this disability have on social relationships? What is the impact of the disability on family? For example: • 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? **Note: For this category, you should contrast your selected disability with TWO other disabilities or disability areas. For example, if my paper were on students with ADHD (mild disability), I might contrast it to severe disabilities (or a specific disability such as Cerebral Palsy) AND sensory disabilities (or a specific disability such as blindness).**
E. Information Synthesis	**Integrate what was learned through independent learning activities (IRIS modules, field experiences, and exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings to demonstrate knowledge about learners with disabilities.** • What are the key takeaways for this paper? • How do you tie all the ideas you presented throughout this paper together?

Additional Final Paper Details:
- ✓ Be sure to include all required topics as outlined in the paper guidelines above.
- ✓ There is a maximum page length (12 pages total), but typically students' papers are around 11 pages.
- ✓ The paper should be written in APA format and style (see https://owl.english.purdue.edu/owl/section/2/10/ for help with APA)

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

Requirement	Points
Disability Category (per IDEA) Salient characteristics including etiology and history, of the disability are clearly described. Requirements related to identification and eligibility for placement for special education services under IDEA are included.	**___/25**
B Learning Needs Learning and social/community needs associated with the chosen disability are clearly described including relevant FAPE related considerations - LRE, IEP, etc are discussed.	**___/25**
C. Lifespan Issues (including Impact on Family) A clear description and discussion of the impact of the disability across the lifespan (home, community, school, post school, etc) is provided.	**___/25**

Requirement	Points
D. Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with 2 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. Information Synthesis 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 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).***)	/40
F. APA Style 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 followed.	/10
Total Points	/150

All other rubrics are posted on Blackboard along with directions for each assignment