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

Summer 2024
EDSE 501: Introduction to Special Education
Section: 611; CRN: 43551
Section: 6V1; CRN: 43568
3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 5/13/24 – 8/12/24
Phone: 703-993-6555	**Meeting Day(s):** N/A
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** N/A
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: Finley 205B	**Other Phone:** N/A

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

This course will be delivered online (76% or more) using an asynchronous format via the 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. The course site will be available on May 13, 2024.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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 at 12:00 am ET, and finish on Sunday at 11:59 pm ET.
- 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.
- 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., (2019). *Exceptional Learners: An introduction to special education* (14th 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., 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/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

Other Assignments

- <mark>**Beyond the Modules Activities:** During Week 1 of the course, there are some Beyond the Modules Activities. **They are all required for a passing grade in the course.**</mark>

- **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 module contains individual lessons, a module assignment, and a self-reflection. Each lesson includes a reading, lecture, video or media component, and a reading check. Below are brief summaries of the module activities; *see Blackboard for detailed directions and grading rubrics*.
    - **Reading Checks:** At the end of each lesson, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice or true-false 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, but you may take each reading check no more than twice.
    - **Module Self-Reflections:** At the end of each module, there is a module 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:**
        - **The Teaching Philosophy Paper and the Final Paper require students to write individual APA-style papers.**
            - The Teaching Philosophy Paper requires you to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper.
            - The Final Paper in the course requires you to use information from the other module assignments to inform the final paper. The Final Paper is an opportunity to show growth in your knowledge about learners with disabilities. You will **select one disability area** and demonstrate your knowledge based on course activities. (Please see the Appendix for a detailed description of the Final Paper and Blackboard for additional details/resources).
        - **The Assignments (Disability Profile Assignment, Academic Poster Assignment, and Disability in Pop Culture Assignment)** are intended to help you collect information from multiple types of sources to dig deeper into one disability group for each. At the beginning of the module, you will choose a disability group (high incidence or low incidence) that corresponds to the module's focus.

Assignment Summary

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities • Child Abuse Recognition training • Dyslexia Awareness • Cultural Competency		**30** (10 points each)
• Professional Disposition Survey Beginning of the Course • Professional Disposition Survey (End of the Course)		**20** (10 points each)
Reading Checks		**150** (10 points each)
Lesson Checks		**150** (10 points each)
Reflections		**200** (50 points each)
Teaching Philosophy (Assignment 1)		**100**
Disability Profile (Assignment 2)		**100**
Academic Poster (Assignment 3)		**100**
Disability in Pop Culture		**25**
Final Paper (Assignment 4)		**150**
TOTAL POINTS FOR COURSE		**1,025**

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 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 course work 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 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 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: 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/policies-procedures/). 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.

Class Schedule

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

	Topics Complete all readings and activities listed on Blackboard for each topic below	Deliverables	Due Dates <mark>Submit to Blackboard by 11:59 pm EST</mark>
Week 1	*Course Overview* 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook *Beyond the Modules* 2. Complete the Child Abuse Recognition Training 3. Complete the Dyslexia Awareness Module	1. Child Abuse Recognition Training http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html 2. Dyslexia Awareness Module http://www.doe.virginia.gov/teaching/licensure/index.shtml	**All week 1 activities due:** Sunday, Jan. 26 **These activities required for a passing grade in the course**
Week 2	*Module 1: History of Special Education, Disability, Legislation, Issues, and Services* **Lesson 1: History of Special Education and Disability** **Lesson 2: Legislation**	1. **Lesson 1 Reading Check** 2. **Lesson 2 Reading Check**	**All week 2 activities due:** Sunday, Feb. 2
Week 3	*Module 1: History of Special Education, Disability, Legislation, Issues, and Services* **Lesson 3: Issues and Services**	1. **Lesson 3 Reading Check** 2. **Module 1 Assignment** 3. **Self-Reflection 1**	1. **Friday, Feb. 7** 2. **Sunday, Feb. 9** 3. **Sunday, Feb. 9**
Week 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**	**All week 4 activities due:** Sunday, Feb. 16
Week 5	*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**	**All week 5 activities due:** Sunday, Feb. 23
Week 6	*Module 2: Higher Incidence Disabilities* **Lesson 5: Students with Autism Spectrum Disorders**	1. **Lesson 5 Reading Check** 2. **Module 2 Assignment** 3. **Self-Reflection 2**	1. **Friday, Feb. 28** 2. **Sunday, Mar. 1** 3. **Sunday, Mar. 1**
Week 7	*Module 3: Lower Incidence Disabilities* **Lesson 1: Students with Other Health Impairments** **Lesson 2: Students with Visual Impairments, Including Blindness**	1. **Lesson 1 Reading Check** 2. **Lesson 2 Reading Check**	**All week 7 activities due:** **Sunday, Mar. 8**
Week 8	**Spring Break**	**No Course Activities**	**Monday, Mar. 9-Sunday Mar. 15**
Week 9	*Module 3: Lower Incidence Disabilities* **Lesson 3: Students with Hearing Impairments or Who are Deaf**	1. **Lesson 3 Reading Check** 2. **Lesson 4 Reading Check**	**All week 9 activities due:** **Sunday, Mar. 22**

	Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI		
Week 10	*Module 3: Lower Incidence Disabilities* **Lesson 5: Students with Orthopedic Impairments**	1. **Lesson 5 Reading Check** 2. **Module 3 Assignment** 3. **Self-Reflection 3**	1. **Wednesday, Mar. 25** 2. **Friday, Mar. 27** 3. **Sunday, Mar. 29**
Week 11	*Module 4: Giftedness, Collaboration, and Looking to the Future* **Lesson 1: Students with Special Gifts and Talents** **Lesson 2: Parents and Families**	1. **Lesson 1 Reading Check** 2. **Lesson 2 Reading Check**	**All week 11 activities due:** **Sunday, Apr. 5**
Week 12	*Module 4: Giftedness, Collaboration, and Looking to the Future* **Lesson 3: The Future of Special Education**	1. **Lesson 3 Reading Check** 2. **Self-Reflection 4**	**All week 12 activities due:** **Friday, Apr. 10**
Week 13	*Beyond the Modules* **Choose Your Own Enrichment**	**Pick at least ONE Lesson from Blackboard Week 13 Folder to complete**	**All week 13 activities due:** **Sunday, Apr. 19**
Week 14	**Final Paper: Use feedback from all previous module activities and assignments to write the final paper**	**Nothing due this week – this is a working week** **Apr. 20-Apr. 26**	
Week 15	**Course Wrap-up:** 1. **Complete and submit the Module 4 Assignment (Final Paper)** 2. **Complete the Course evaluation**	1. Module 4 Assignment (Final Paper) 2. Course Evaluation (link will be posted in blackboard)	**Module 4 Assignment (Final Paper) due:** **Sunday May 3**

Module	Topic(s)	Activities and Readings	Deliverables	Due Dates (Due Sunday by 11:59 pm ET)
Module A	Getting Started; Introduction to the Course	☐ Watch the Introduction Video ☐ Get to know the course and Blackboard ☐ Read assignment guidelines for the Teaching Philosophy Paper	☐ Child abuse and Neglect Certification ☐ Cultural Competency Module ☐ Beginning of Class Professional Disposition Survey ☐ Purchase/Rent Textbook ☐ Reflection 1	Due: 6/23/24
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**	Due: 6/30/24
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	Due: 7/7/24

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	<mark>Due: 7/7/24</mark>
Module D	The Dynamic Duo: Exploring Specific **Learning Disabilities (LD)** and **Emotional and Behavior Disorders (EBD)**	☐ Read: Ch. 6 ☐ Lesson: LD ☐ Read assignment guidelines for the Profile Assignment	☐ Reading Check: Ch. 6 ☐ Lesson Check: LD ☐ Dyslexia Awareness Certification	<mark>Due: 7/14/24</mark>
Module D	The Dynamic Duo Continued	☐ Read: Ch. 8 ☐ Lesson: EBD	☐ Reading Check: Ch. 8 ☐ Lesson Check: EBD ☐ Reflection 2	<mark>Due: 7/14/24</mark>
Module E	Spectrum of Considerations: **Exploring Speech or Language Impairment (SLI)** and Autism Spectrum Disorders (ASD)	☐ Read: Ch. 9 ☐ Lesson: ASD ☐ Read assignment guidelines for the Poster Assignment	☐ Reading Check: Ch. 9 ☐ Lesson check: ASD	<mark>Due: 7/21/24</mark>
Module E	Spectrum of Considerations Continued	☐ Read: Ch. 10 ☐ Lesson: Speech/Language and communication disorders	☐ Reading Check: Ch. 10 ☐ Lesson check: SLI ☐ Reflection 3	<mark>Due: 7/21/24</mark>

			☐ **Profile Assignment: Exploring Disability Profile Characteristics, Needs, and Reliable Sources**	
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 ☐ Read assignment guidelines for the Final Paper	☐ Reading Check: Ch. 14 ☐ Lesson Check: Orthopedic Impairments	<mark>Due: 7/28/24</mark>
Module F	The Physical Realm Continued	☐ Read: Ch. 7 ☐ Lesson: ADHD	☐ Reading Check: Ch. 7 ☐ Lesson Check: ADHD	<mark>Due: 7/28/24</mark>
Module F	The Physical Realm Continued	☐ Lesson: TBI	☐ Lesson Check: TBI ☐ **Poster Assignment: Comparing and Contrasting, Disability Profiles, Organizations, and Resources**	<mark>Due: 7/28/24</mark>

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	<mark>Due: 8/4/24</mark>
Module G	The Sensory Arena Continued	☐ Read: Ch. 11 ☐ Lesson: Hearing Impairments	☐ Reading Check: Ch. 11 ☐ Lesson Check: Hearing Impairments ☐ **Disability in Pop Culture Assignment**	<mark>Due: 8/4/24</mark>
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	<mark>Due: 8/11/24</mark>
Module H	Final Class & Wrap-up	☐ Complete final paper!	☐ **Final Paper Due** ☐ End of Class Professional Disposition Survey	<mark>Due: 8/11/24</mark>

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 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/).

- Learning Services (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. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student

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(s)

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Module 4 Assignment Details

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The final Module Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. **Select one disability area** and demonstrate your knowledge of all five areas 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 the important content you have learned.

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

A. Disability Characteristics	What are some characteristics of the disability, 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?
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?
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 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 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 to and different from 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 (e.g., IRIS modules, 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 no minimum or maximum page length, but typically students' papers are around 10 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)
- ✓ I highly recommend using the headings you see in the Grading Rubric below to organize your paper.
- ✓ Notice the synthesis portion of the paper is the most heavily weighted and therefore should receive the most attention. This section will likely have citations from outside sources to support your ideas and demonstrate your learning.

Final Paper Requirements	**Possible Points**	**Earned Points**
Disability Characteristics **Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.**	**25**	
Learning Needs **Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.**	**25**	
Lifespan Issues (including Impact on Family) **A clear description of the impact of the disability across the lifespan is provided.**	**25**	
Similarities and Differences to Other Disabilities **The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).**	**25**	
Information Synthesis **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 **Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.**	**10**	
Total Points	**150**	

Grading Rubric