

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2018
SD Characteristics, 3 Credits

Consortium Titles

- GMU: EDSE 447/547: Medical and Developmental Risk Factors for Children with Disabilities
 - o EDSE 447 DLI- CRN: 78172
 - o EDSE 547 DLI - CRN: 73529; EDSE 547 6U1 – CRN: 83591; EDSE 547 6Y1 – CRN: 83593
- VCU: SEDP 561 Characteristics of Students with Severe Disabilities
- RU: EDSP 663 Characteristics of Students with Severe Disabilities
- NSU: SPE 523A Attributes and Medical Conditions Associated with Severe Disabilities Adapted
- JMU: EXED 509: Nature and Issues of Severe Disabilities

| | |
|---|--|
| Instructor: Dr. Judith Connell | Meeting Dates: 8/27/2018 – 12/06/2018 |
| Phone: 757-253-0002 | Meeting Day(s): Net Asynchronous |
| E-Mail: jconnel4@gmu.edu OR jsconnell@nsu.edu | Meeting Time(s): Net Asynchronous |
| Office Hours: By appointment. On-going contact via email. | Meeting Location: On-line |
| Office Location: Online | Instructing University: NSU |

*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

Examines the nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. 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. **The course will be available online on Saturday, August 25, 2018. The instructor will alert students via email of course availability.**

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:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
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:
 - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - o Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - o 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**.
- 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. **Daily checks are highly encouraged.**
- 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 insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12):

1. Human growth and development (birth through adolescence). Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions.
2. An understanding and application of service delivery, curriculum, and instruction of students with disabilities including: -Use of technology to promote student learning; and - Structure and organization of general education classrooms and other instructional settings, representing the continuum of special education services.
3. Knowledge and understanding of the characteristics, learning and support needs of K-12 students with disabilities whose cognitive impairments or adapted skills require adaptations to the general curriculum. This includes intellectual disabilities, developmental delay, autism, multiple disabilities, traumatic brain injury and the emotional, social, neurobiological, linguistic, medical, and educational aspects of severe disabilities based upon current research, best practice and legal considerations;
4. Child abuse recognition and prevention, and issues and strategies unique to working with students with disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The

standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (nTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Textbooks

Agran, M., Brown, F., Hughes, C., Quirk, C. & Ryndak, D. (2014). *Equity & full participation for individuals with severe disabilities: A vision for the future*. Baltimore: Paul H. Brookes.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be posted to Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 547, the required PBA is Disability Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The performance-based assessment for this course is the *Disability Case Study*. Please see the *Course Assignments* section for assignment description.

Students must also submit the Child Abuse and Neglect Module to Blackboard. Please see the Course Assignments section for assignment description.

College Wide Common Assessment (TK20 submission required)

none

Performance-based Common Assignments (No Tk20 submission required)

none

Course Assignments

Disability Case Study: Students will work individually to develop a paper related to a specific disability. In this paper, students will provide an overview of the specified disability as well as discussion as to how the specified disability impacts families and what cultural differences must be addressed; a description of the complex needs of individuals with this disorder/disability, a presentation of a range of special education and community-based supports and services that are needed to maximize their achievement and capacity; and a discussion of the impact of the disability on normal growth and development and the ability to learn, interact socially and live as fulfilled contributing members of the community.

Child Abuse Recognition and Training Module: All students must complete the online child abuse recognition training module as outlined in the Orientation Module.

Course Learning Modules: All modules will be made available as outlined in the *Class Schedule*. Within any learning module, students will be presented with a series of activities and assignments. Students will complete the assignments within each module as outlined in the *Class Schedule*. Additional assignment directions and rubrics are posted on Blackboard.

- Undergraduate differentiation: When specified within a particular module, undergraduates may be directed to complete a different or modified assignment. In particular, undergraduates will not be expected to complete the graduate essay questions in Modules 4, 5, and 6.

Course Policies and Expectations
Attendance/Participation

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in *Course Learning Modules* is specifically outlined in *Course Learning Modules* within the Other Assignments

section of the syllabus. Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor.

Late Work

Five percent of the available points for the assignment may be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments may not be accepted. Thus, an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment may no longer be accepted, and a score of zero may be entered into the grade book for the assignment.

The point deduction will be made after grading is complete. The date that the assignment was received by the instructor via Blackboard will be considered the date submitted. Submitting an assignment late does not alter the due dates of other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formulative evaluation and feedback from your instructor throughout the semester.

Grading Scale

Graduate [136 points total]

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

Undergraduate [130 points total]

| | | | |
|-------------|-------------|-------------|------------|
| 93-100% = A | 87-89% = B+ | 77-79% = C+ | 60-69% = D |
| 90-92% = A- | 80-86% = B | 74-76% = C | < 60% = F |
| | | 70-73% = C- | |

*Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. 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, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. 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>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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: <http://cehd.gmu.edu/values/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. All assignments are due by 11:59 PM EST on the date noted.

| Module Topic | Module Availability | Readings | Graded Assignments | Assignment Due Date | Points |
|--|---------------------|---|---|---------------------|--------|
| Orientation Module | 8/27/18 – 9/5/18 | Materials on Blackboard | Complete and submit all quizzes, discussion board introduction, student profile, and Child Abuse and Neglect Training certificate | 9/05/18 | 5 |
| Module 1--The Historical Treatment and Outcomes for Individuals with Severe Disabilities | 9/6/18 – 9/19/18 | EFP Chapters 1 & 3; materials on Blackboard | Module 1 discussion board post | 9/19/18 | 10 |
| Module 2 -- Understanding and Planning for People with Severe Disabilities | 9/20/18 – 10/3/18 | EFP Chapters 2, 4, 5, 6, 8, & 10 | Module 2 Group Response Case Study | 10/03/18 | 15 |

| | | | | | |
|---|------------------------|---|--|----------|----------------------|
| Module 3 – The Developing Child | 10/4/18- 10/17/18 | CWD Chapters 12, 14 & 15; Mini-lectures and additional readings on Blackboard | Module 3 Assessment 1: ASQ-3 crosswalk; Module 3 Assessment 2: short answer responses | 10/17/18 | 10 5 |
| Module 4 – Developmental Disabilities and Intellectual Disabilities / Down Syndrome | 10/18/18 – 10/31/18 | CWD Chapters 17 & 18 | Module 4 Media Search Blog Post Module 4 Quiz M4 Graduate Essay Question* | 10/31/18 | 15 5 2 |
| Module 5 – Cerebral Palsy / Traumatic Brain Injury | 11/1/18 – 11/14/18 | CWD Chapters 24 & 26 | Module 5 Inclusion Portfolio Module 5 Quiz M5 Graduate Essay Question* | 11/14/18 | 15 5 2 |
| Module 6 – Autism Spectrum Disorders / Behavioral and Psychiatric Disorders in Children with Disabilities | 11/15/18 – 11/29/18 | CWD Chapters 21 & 29 | Module 6 Assessment Module Quiz M6 Graduate Essay Question* | 11/29/18 | 10 5 2 |
| Module 7 – Disability Case Study | 11/30/18 - 12/6/18 | EFP: Chapter 19 | Module 7 Disability Case Study | 12/05/18 | 30 |

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|--|--|--|------------------------|--|--------------------|
| | | | Total points available | | UG: 130 GR: 136 |
|--|--|--|------------------------|--|--------------------|

*Undergraduates do not complete

EFP = Equity and Full Participation for Individuals with Severe Disabilities

CWD = Children with Disabilities (excerpts on Bb)

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations

A complete copy of each university's Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Policies and Resources for GMU Students Only

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 <http://ods.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 Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <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 <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Disability Case Study Assessment Rubric

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|--|--|
| Disability Overview & Etiology CEC/IIC Standards 1 | Candidate's description of definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning is limited. | Candidate provides definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning. | Candidate provides definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning. In addition, candidate discusses the effect of the exceptionality across the student's lifespan. |
| Disability Overview & Etiology CEC/IIC Standards 1 | Candidate partially identifies etiologies and medical complication and the discussion related to the implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life is limited. | Candidate identifies etiologies and medical complication and implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life. | Candidate identifies etiologies and medical complication and implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life including psychological and social-emotional characteristics of individuals with exceptionalities. |
| Disability Overview & Etiology CEC/IIC Standards 6 | Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities, however does not identify issues related to those from culturally and linguistically diverse backgrounds. | Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities including those from culturally and linguistically diverse backgrounds. | Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities including those from culturally and linguistically diverse backgrounds and how those issues effect placement and services |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|--|--|
| | | | available for students with exceptionalities. |
| Impact on Families CEC/IIC Standards 6 | Candidate's discussion of the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process is limited. Candidate's discussion of the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one's teaching is limited. | Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process. Candidate discusses the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one's teaching | Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process. Candidate discusses the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one's teaching. In addition, candidate discusses their own cultural biases and differences that affect their teaching. |
| Educational Issues CEC/IIC Standards 6 | Candidate partially identifies continuum of placement and services available for learners with moderate to severe exceptionalities. | Candidate identifies the continuum of placement and services available for learners with moderate to severe exceptionalities. | Candidate identifies the continuum of placement and services available for learners with moderate to severe exceptionalities with consideration to the models, theories, and philosophies that form the basis of special education practice. |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| Educational Issues CEC/IIC Standards 5 | Candidate fails to relate levels of support to the specific needs of learners moderate to severe exceptionalities to support them within the least restrictive environment. | Candidate relates levels of support to the needs of learners moderate to severe exceptionalities to support them within the least restrictive environment. | Candidate relates levels of support to the specific needs of learners moderate to severe exceptionalities to support them within the least restrictive environment. Candidate discusses specialized materials, curricula, and resources for learners with exceptionalities. |
| Educational Issues CEC/IIC Standards 1 | Candidate's discussion of the educational implications of characteristics of learners with moderate to severe exceptionalities is limited and only partially identifies strategies to support learners including those from culturally diverse backgrounds. | Candidate discusses the educational implications of characteristics of learners with moderate to severe exceptionalities and identifies strategies to support learners including those from culturally diverse backgrounds. | Candidate discusses the educational implications of characteristics of learners with moderate to severe exceptionalities and identifies several evidence-based strategies to support learners including those from culturally diverse backgrounds. |
| Legal Issues CEC/IIC Standard 6 | Candidate's discussion of the impact of the legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities is limited. | Candidate discusses the impact the legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities. | Candidate discusses the impact of various legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities. |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|--|---|--|--|
| Family Resources CEC/IIC Standard 6 & 7 | Candidate accesses information but identifies limited sources of unique services, networks, and organizations that may not specifically support families and learners with moderate to severe exceptionalities. Candidate's discussion of the roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities is limited. | Candidate accesses information to identify sources of unique services, networks, and organizations to support families and learners with moderate to severe exceptionalities. Candidate discusses roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities. | Candidate accesses information to identify and evaluate a range of unique services, networks, and organizations to specifically targeted to support families and learners with moderate to severe exceptionalities. Candidate discusses roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities. |
| Professional Resources CEC/IIC Standard 6 | Candidate accesses information but identifies limited professional organizations and publications reporting current research-validated practices that may not be specifically relevant to learners with moderate to severe exceptionalities. | Candidate accesses information to identify professional organizations and publications reporting current research-validated practices relevant to learners with moderate to severe exceptionalities. | Candidate accesses information to identify a range of professional organizations and publications reporting current research-validated practices specifically targeted to learners with moderate to severe exceptionalities. |