VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2021
SD Characteristics, 3 Credits

Consortium Titles
- GMU: EDSE 547: Characteristics of Students with Severe Disabilities
    - EDSE 547 D01 - CRN: 41035; EDSE 547 6U1 – CRN: 44321; EDSE 547 6Y1 – CRN: 44326
- 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
- ODU: SPED 674: Characteristics of Students with Severe Disabilities
- JMU: EXED 509: Nature and Issues of Severe Disabilities

Instructor: Dr. Sara Snyder	**Meeting Dates:** 5/17/21 – 7/12/21
Phone: 540-568-6780	**Meeting Day(s):** N/A
E-Mail: ssnyde4@gmu.edu Snyde3sm@jmu.edu	**Meeting Time(s):** N/A
Office Hours: office hours by appointment	**Meeting Location:** N/A; Online
Office Location: Memorial Hall (JMU) 3125A	**Instructing University:** JMU

> *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

GMU Course Description
Examines the academic, social, medical, and behavioral characteristics of individuals with severe disabilities such as intellectual disability, autism, traumatic brain injury, and severe/multiple cognitive, physical and/or sensory disabilities. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support.

Course Overview

EDSE 547 focuses on the academic, social, medical and behavioral characteristics of individuals with severe disabilities and the impact these characteristics have on school, family, and life outcomes. The course examines the etiology, contributing factors, identification process, and required intensive instruction of these disabilities.

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).

Course Delivery Method

Online. Learning activities include the following:
1. Readings and lecture activities
2. Application activities
3. Individual 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 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 17th, 2021 10:00 am.

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

- Students must maintain consistent and reliable access to their University 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. All assignments for the week are due Sunday at 11:59 pm.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their University email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week given the accelerated timeline of this summer course.
- 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 their University's Office of Disability Services.

Learner Outcomes

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

1. State the federal definitions of students with severe disabilities including students with autism, developmental delay, intellectual disability, traumatic brain injury, and multiple disabilities â€" including sensory, deaf-blindness, speech-language, orthopedic and other health impairments as an additional disability.
2. Describe the history and evolution of severe disability.
3. Describe the characteristics of individuals with severe disabilities whose cognitive impairments or adaptive skills require adaptations to the general curriculum and whose functional skills are significantly different from typically developing peers and therefore require adaptations to the general curriculum for an appropriate education. Discuss and evaluate how the following characteristics impact education, behavior, and social interactions:
   a) Age-span and developmental issues;
   b) Levels of severity;
   c) Medical, health, sensory, and positioning and handling needs;
   d) Cognitive functioning;
   e) Speech, language development, and communication;
   f) Emotional and behavioral development and supports;
   g) Social development; and
   h) Cultural, ethnic, and socio-economic factors.
4. Describe the impact of disability on self-determination and self-advocacy skills.
5. Describe historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.
6. Discuss and examine how educational environments impact students with severe disabilities.
7. Discuss and examine how to build strong parental connections and relationships for families with severe disabilities.

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 (nTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Texts
Both required texts in this course are available for free through GMU libraries. Links to assigned readings are posted within Blackboard.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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 547, the required PBA is Disability Case Study. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

 Performance-based Assessment
 (VIA 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
(VIA submission required)
None

Course Assignments
Summary of selected course assignments

I've outlined a few of the course assignments below. The rest of the assignments are thoroughly explained in their respective modules in Blackboard. PLEASE REFER TO BLACKBOARD for information on the other assignments. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Disability Case Study Paper
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.

Students are required to have their disability topic approved by the instructor prior to completion of the activity (to prevent each student from choosing the same disability category). Complete the Google Form document posted in Module 7 by Sunday 6/13/2021 11:59 pm. I will finalize all Disability Study topics by Wednesday 6/16.

Child Abuse Recognition and Training Module.
All students must complete the online child abuse recognition training module as outlined in the Orientation Module. Certificate of completion is due by uploading it on Blackboard. If you've completed this within the last 2 calendar years (5/17/2019– 5/16/2021) you can submit that certificate in lieu of completing the module again. If it's more than two years old then you need to complete the training module again. If you have full teacher licensure, you can upload a copy of the first page of your license as proof that you have completed this training.

Orientation Module Quizzes
Both the APA and Plagiarism Quizzes are within the Orientation Module > Course Writing Requirements in their respective tutorial folders. You can take these quizzes as many times as needed until you answer all questions correctly. Your score on these quizzes reflects your completion of the quizzes. Both of these quizzes must be completed before you can submit any other written assignments.

Graded activities by week
Each week there are one or more assignments to completed related to the module content. Assignments should be completed individually unless otherwise notated in the assignment in Blackboard. More information can be found in Blackboard for each individual assignment. Activities are due Sundays by 11:59 pm in the week in which they are assigned. Numbers in

parentheses indicate total points available for each activity. More details for each assignment are either available in this syllabus, or in Blackboard.

Orientation week: Orientation discussion post (5), Child Abuse Training Module (10), and Plagiarism and APA quizzes (10)
Module 1: Card sort discussion post (10)
Module 2: Case Study with Response Table (15)
Module 3: "Inclusion Blog Post" (15) plus Grad Essay Response (3)
Module 4: Inclusion Portfolio (15) plus Grad Essay Response (3)
Module 5: Brief Professional Development Activity (15) plus Grad Essay Response (3)
Module 6: Discussion Post (10) plus Grad Essay Response (3)
Module 7: Disability Case Study (30)

GRADING VALUES	
Assignment	**Point Value (147 Possible)**
Orientation Module: Child Abuse Recognition and Training Module	10
Orientation Module: Discussion Post	5
Orientation Module: APA and Plagiarism Quizzes	10
Module 1 Card Sort Discussion Post	10
Module 2 Case Study with response table	15
Module 3 Inclusion Blog Post	15
Module 3 Graduate Essay Response	3
Module 4 Inclusion Portfolio	15
Module 4 Graduate Essay Response	3
Module 5 Brief Professional Development Activity	15
Module 5 Graduate Essay Response	3
Module 6 Discussion Post	10
Module 6 Graduate Essay Response	3
Module 7 Disability Study Paper	30

Grading Scale

Points	Corresponding percentages	Letter grade
132-147	**90-100%**	**A**

118 – 131	80-89%	B
96– 117	70-79%	C
Your grade is below 96	**Below 70%**	**F**

*If you have partial points, I round up (119.2 becomes a 120)

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. You are expected to submit complete assignments by the established due date and time. An assignment is considered late after the posted due date and time. Once the due date and time has passed, you have four additional days to turn in the late work with a 30% deduction off the total points earned. Therefore, an assignment will NOT be graded if it is submitted more than 4 days late. Because you have 4 days to submit late work, I recommend you take the 4 days to submit the best work you can to offset the 30% penalty. This is a fast-paced summer course and repeatedly turning in late assignments will only snowball into a bigger problem for you.

Incomplete or Missing Work. After you submit an assignment, you must check your Blackboard submissions to be sure they uploaded and appear as you want them to appear. If you are new to Blackboard or online classes, I recommend you do this EVERY TIME you submit an assignment. The assignments are set up for unlimited submissions, so you can upload as many times as you need to (before the due date). Therefore incomplete or missing submissions will be graded according to the late work policy and other grading policies in this syllabus.

Person First Language and communicating with respect. By this point in your career, you are likely already familiar with the importance of using person first language when referring to people with disabilities (e.g., person with autism, girl with CP, man with Downs syndrome). Some people with disabilities prefer to be addressed differently. For example, some members of the (capital D) Deaf community prefer to be referred to as a Deaf person and not a person with a hearing impairment. The same may be true for people who identify as autistic. You should always refer to a person using the vocabulary that he or she identifies with. If you don't know, or can't ask, then use Person First Language. People with moderate and severe disabilities should be afforded this same courtesy. You should be careful to not use words to describe people that infantilize them, regardless of the severity of their disability. For example, a male of adult age

should not be referred to as a boy. Finally, I want to refer to you with the names and/or pronouns that appropriately **identify you. Please feel free to be direct with me about this. As for me, you can call me Sara, Dr. Sara, or Dr. Snyder, and use the pronouns she/her/hers.**

Professional Quality. All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Assignmenst must be completed with professional quality and must meet all the requirements to maximize your points earned. All assignments must be proofed for grammatical, spelling, punctuation, and mechanics errors prior to submission for a grade. If you have more than 1 error, you will lose points on the part of the rubric called "technicality of writing", which is worth about 5% of the grade for most assignments.

If you know you have problems with spelling and grammar, I recommend you use a dictionary to check your spelling and use any of the following means to check your grammar: (a) ask a friend who is a good proof reader to proof your work before turning it in for grading, (b) consult your University Writing Center – most have excellent online resources that you can trust or (c) make an appointment with your University Writing Center.

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/) (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, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

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/).

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

Module Topic	Module Availability	Graded Assignments	Assignment Due Date
Orientation Module	5/17	Orientation Discussion Board Post Child Abuse & Neglect Certificate APA and Plagiarism Quizzes	**All assignments due Sunday 5/23 11:59 pm**
Module 1 – The Historical Treatment and Outcomes for Individuals with Severe Disabilities	5/17	Module 1 Card Sort Discussion Board Post	**All assignments due Sunday 5/30 11:59 pm**
Module 2 – Understanding and Planning for People with Severe Disabilities	5/17	Module 2 Case Study Response	**All assignments due Sunday 6/6 11:59 pm**

Module Topic	Module Availability	Graded Assignments	Assignment Due Date
Module 3 – Developmental Disabilities and Intellectual Disabilities/Down Syndrome	6/2	Module 3 Inclusion Blog Post M3 Graduate Essay Response*	**All assignments due Sunday 6/13 11:59 pm**
Module 4 – Cerebral Palsy/Traumatic Brain Injury	6/2	Module 4 Inclusion Portfolio M4 Graduate Essay Response*	**All assignments due Sunday 6/20 11:59 pm**
Module 5 – Multiple Disabilities and Sensory Impairments	6/4	Module 5 Brief Professional Development Activity Module 5 Graduate Essay Response	**All assignments due Sunday 6/27 11:59 pm**

Module 6 – Autism Spectrum Disorder/Behavioral and Psychiatric Disorders in Children with Disabilities	6/4	Module 6 Discussion Board Post M6 Graduate Essay Response*	**All assignments due Sunday 7/4 11:59 pm** *Note that this is a holiday! Plan ahead if you have holiday celebrations planned.*
Module 7 – Disability Case Study	6/2	Module 7 Disability Case Study Research Paper	**All assignments due Thursday 7/15 11:59 pm** *extended due date to give you more time to work on your paper.*

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

<u>Honor Code</u>

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

<u>Accommodations for Disability</u>
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

<u>Student Support Resources</u>
At all the participating universities, students have access to free counseling and support services. University specific information can be found at:
GMU: https://caps.gmu.edu/
VCU: https://counseling.vcu.edu//
Radford: https://www.radford.edu/content/student-counseling/home.html
NSU: https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center
JMU: https://www.jmu.edu/counselingctr/
ODU: https://www.odu.edu/counselingservices

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

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

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 either Tk20 or VIA should be directed to 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/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "non-confidential 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(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 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.
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.
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 discuses 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.