VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SEVERE DISABILITIES AND AUTISM

Fall 2013
Curriculum and Assessment for Students with Disabilities in the Adapted Curriculum

Consortium Titles
- VCU: SEDP 612 Assessment and Curriculum Development for Students with Severe Disabilities
- RU: EDSP 664 Curriculum and Assessment in Severe Disabilities
- UVA: EDIS 589 Curriculum and Assessment in Severe Disabilities
- NSU: SPE 613A Assessment and Evaluation
- GMU: EDSE 533 Curriculum and Assessment in Severe Disabilities
    - EDSE 533 5S1, CRN: 73904
    - EDSE 533 631, CRN: 81308

Instructor: Dr. Liz Altieri	Meeting Dates: 8/26/2013 - 12/3/2013
Phone: 540-831-5590 (office) (540) 239-9379 (cell – please leave your full name and course site if you text or leave a voice mail.	**Meeting Day(s):** Tuesdays
E-Mail: ealtleri@radford.edu	**Meeting Time(s):** 4:00 pm-6:40 pm
Office Hours: Sun. 8-9 pm via Skype at liz.altieri or by appointment late afternoons via phone	**Instructing University:** Radford University

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

Consortium Course Description
This is an advanced level course in the Special Education, Adapted Curriculum Course Sequence. It requires prerequisite knowledge and skills in the discipline. The course is designed to help you to develop or enhance your knowledge and skills related to best practices in curriculum and assessment for those preparing to teach individuals with severe disabilities who need an individualized, adapted approach to the general education curriculum. Three major components of the assessment process will be addressed:
   (1) Initial diagnosis and assessment for establishing/maintaining eligibility for services and identifying needed supports and services;
   (2) Assessment to develop standards-based IEPs and to create meaningful, functional, academically-based curriculum within an inclusive framework; and
   (3) Assessment to evaluate student progress for the IEP, the VAAP and state and national assessment mandates.

You will plan, develop, and implement a variety of assessment and curriculum activities with target students with severe disabilities within each of the three assessment components. Applied use of assistive technology will be integrated within the course.

GMU Course Description

Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment. Course is equivalent to EDSE 649 for students in the severe disabilities program.

Prerequisite(s): None

Co-requisite(s): *Field experience required:* Course participants must identify and work with an appropriate target student with severe disabilities ages 5-21 who is participating in the adapted curriculum. You will need permission to read this student's confidential file, and engage in observation, interview and assessment activities with that student and her/his family and team members in order to complete the major assignments for the class. It is your responsibility to identify an appropriate target student. It is expected that you will need at least 20-25 hours across the course of the semester to engage in assessment activities with your target student, their family and team members.

(GMU) 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 students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

This will be a reading and writing intensive course; I believe strongly in the reading, writing, and talking to learn model. All students will need professional writing and research skills. Students are expected to be proficient at using the Internet to find and access materials and resources for students with severe disabilities. You will be expected to participate actively in class by asking and answering questions, making comments, and completing in-class activities. Please come to class having completed the reading and assignments, and ready to participate. The assignments for this course are designed to give you a chance to demonstrate practical application of the course content. Learning activities in this class will include the following:

1. Lectures and demonstrations
2. Discussion and participation during interactive class sessions via Adobe Connect and asynchronously in Blackboard
3. Presentations of assessment and curriculum tools
4. Small and large group class activities
5. Hands-on interaction and application of assessment and teaching strategies with a student with significant disabilities
6. The development of written reports and curriculum plans which can be shared with family members and other team members

We will use Video-conferencing and Adobe Connect during class time for the "synchronous" (live) part of this class. We will use Blackboard as our learning management system and for "asynchronous" (on your own time) participation.

Blackboard: http://mymason.gmu.edu	Adobe Connect: http://webcon.gmu.edu/assessment
• GMU students use your username and password. • Students from RU, UVA, VCU, NSU - your username is x_firstname.lastname (e.g., x_jane.doe) and the password is bbcommunity. • Click on the *My Organizations* tab, and find Curriculum & Assessment 2013. You should begin by reading the documents in the Technology folder.	• Student will view the PowerPoints, communicate with the instructor, and interact with others using Adobe Connect • Class discussions will be documented in the Notes pod in Adobe Connect • You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite). • The first time you use Adobe Connect you may be prompted to download a plug in. Click yes -it only takes a few seconds to install.

Learner Outcomes

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

- Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels the student receives servicers under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
- Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
- Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.
- Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the students chronological age, and the concerns and priorities expressed by family members.

Required Textbooks

Courtade, G. & Browder, D. (2011). *Aligning IEPs to the Common Core Standards for Students with Moderate and Severe Disabilities*. Available in Kindle edition for only $9 from Amazon.

Kleinert, H. L. and Farmer Kearns, J. (2010). *Alternate assessment for students with significant cognitive disabilities: An educator's guide.* Baltimore: Paul H. Brookes

Additional Readings

Other readings as assigned will be posted in Blackboard as PDF or as web links. See class schedule for details.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD 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. The CEC standards that will be addressed in this class include Standard 8: Assessment and Standard 9: Professional and Ethical Practice.

Course Policies & Expectations

Attendance.
Since most of the classes involve activities, film clips, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance via email. If you must be somewhere other than your site, but will have a computer with microphone and/or camera and high speed internet access, we can work with you to have you attend class by calling in and participating through Adobe Connect, but we must have at least ONE week notice. If you miss class, you can watch the class through the archived livestream (see below for directions). Anyone who misses more than two classes will lose all attendance points. Significant tardiness or early departure will count as an absence.

Late Work.
There will be a penalty of one letter grade for assignments submitted after the due date. However, I will work with you if there are extenuating circumstances; you must contact me in advance of the due date to *contract* for an extension. You are eligible to resubmit assignments **one time** that received the grade of C+ or less (as long as the grade is not due to being turned in late, that is, a paper that would have been a B+ if turned in on time may not be resubmitted). The two scores will be averaged for your final grade on that assignment. You will not receive extensive feedback on your second submission.

TaskStream Submission.
There is NOT a required TASKSTREAM assessment assignment FOR THIS COURSE. RU and VCU students are strongly encouraged to use the two major assignments in their final portfolio.

Grading Scale.

Total points possible 500.   A (94-100%) = 470-500; A-* (91-93%) = 455-469; B+ (88-90%) = 440-454; B (84-87%) = 420-439; B- (81-83%) = 405-419; C+ (78-80%) = 390-404; C (74-77%) = 370-389

*Please note: for universities that do not support the above grading scale, grades will be adjusted accordingly

Assignments.

1. ***On-line discussion of readings and questions posted by the professor/class members-100 points:***
    There will be a total of four on-line discussions related to course topics and assignments. Full participation per the guidelines below will be worth up to 25 points each.
    a. *By Friday at 8:00 p.m.* of the week of the discussion, you will write and post a well thought through and concise, edited 250-350-word response to the question or subject (may earn up to 10 points).
    b. Read and respond informally to your peers' postings *by Sunday at 9:00 p.m*. I expect you to read all of them, but a minimum of seven community building postings are required (may earn up to 7 points)
    c. *By class time on Tuesday*, you will write and post a thoughtful 150-250-word response to *one* of your peer's full responses. Ask questions, confirm, and explore with each other. Discuss what you learned from that person, what they made you think about, and how their understandings and experiences meshed or differed from your own (may earn up to 8 points).

2. ***Assessment history on target student with critical analysis-150 points:***
    You will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a target individual from your practicum/work setting. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and which has played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
    a. Research and synthesis of major reports and records
    b. Creation of assessment history document
    c. Interview of family member and/or member of Circle of Support, and addition of information to the history document
    d. Critical analysis of child's assessment history and write-up

3. ***Expanded narrative describing target student's Present Level of Educational and Functional Performance (PLOP) -200 points:***

    Note to RU and VCU students: This graded project is to be included in your graduate portfolio. Please remember to save your submitted document, your grade, and feedback you receive from your instructor.

    You will continue to focus on the target student with significant disabilities that you used for the Assessment History. There will be three major tasks involved in this assignment:
    a. Summary of student's past assessment and IEP information (using information gathered for assessment history)
    b. Functional and curriculum-based assessment activities with your target student and team

members to gather new/revised assessment information.
    c.   Development of an expanded written narrative with two parts:
          i.   Create a positive portrayal/introduction strong statement of capacity for the student
         ii.   Describe the Present Level of Academic and Functional Performance per new regulations and VDOE procedures and guidelines for the IEP.

4. ***Class Participation (up to 50 pts.)***
Students will earn 2 points for attending from the beginning to the end of class each Tuesday and for participating meaningfully in the class. This means you must be on time and stay for the entire class. Course Facilitators at each site will document attendance. If you do not see your points each week in BB, that means your CF has not provided me with attendance! Additional points will be earned for completion of in-class assignments.

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TENTATIVE COURSE SCHEDULE:

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Date	Topics	Readings/What's Due
August 27	**Introductions** Purposes of Assessment Review Syllabus Explain this week's discussion Overview of Legal requirements for Evaluation and Assessment	**Read:** ❑ Syllabus ❑ *Essential Concepts of People First Language*
Sept. 3	**Evaluation and Re-Evaluation of Students with Severe Disabilities** Deficit-based (medical models) of assessment vs. capacity building models and their implications	**Read:** ❑ O'Brien, *Search for Capacity* ❑ Snell & Brown, *Meaningful Assessment* ❑ Description of Assessment History Assignment **Due:** Discussion #1
Sept. 10	Demonstration of standardized and non-standardized assessment tools Overview of current methods/approaches of assessment **Discussion:** Pros and cons of traditionally used tools and assessment procedures **Note:** Review class readings as needed to make sense of the information you are gathering for your assessment history	**Read:** ❑ Definition of intellectual disability and the FAQ sheet at AAIDD ❑ "The Renaming of Mental Retardation" ❑ Commonly used assessment tools birth - 6 ❑ Professional Practice Guidelines for Assessment & Identification of Students with Autism **Due:** ❑ Identify student for history assignment ❑ Begin search for files ❑ Make initial contact with family member or long time service provider.

Sept. 17	The Eligibility Process Evaluation and Re-Evaluation requirements A family perspective: Guest Speaker TBA	**Read:** ❑ Selected sections of IDEA and VA Special Education Regulations DUE: Participate in Discussion #2
Sept. 24	Identifying needed supports Using the Coach as a Resource Making decisions about special education and related services and supplemental aids and services	**Read:** ❑ *Klienert & Kearns, Ch. 1* ❑ *Klienert & Kearns, Ch. 2* ❑ *Coach – Conceptualizing Educational Planning (in Blackboard)* **Work on a 1st draft of your assessment history and bring to class for group work**
Oct. 1	**Assessment to identify family and student priorities;** Characteristics of IEP with Social Validity Person-centered planning, Circles of support, Circle of Friends Assessment Blending the person-centered approach with IDEA requirements for assessment and evaluation	**Read:** ❑ Read George's Story: Person centered planning ❑ Person-Centered Planning information, materials and resources at http://www.ilr.cornell.edu/edi/pcp/ ❑ *Courtade & Browder, Ch. 1*
Oct 8	**Assessment to develop meaningful IEPs;** *IEPs and Curriculum for Students w/ SD* *Explanation of Assignment for Unit II* *Communication as the Driving Set of Skills (videos)* *IEP process in Virginia* *A collaborative assessment process to drive the IEP* *Overview main assessment tools to develop the PLOP and IEP goals* *Overview of areas of assessment*	*Read:* ❑ *Klienert & Kearns, Ch. 4,* ❑ *Klienert & Kearns, Ch. 5* ❑ *PLOP Assignment Description* **DUE: Assessment History Assignment**
Oct. 15	**Assessment to develop meaningful IEPs continued** What to look for in commercial assessments/curricula Examples of Ecological Assessments Presentation of FACTER Assessment and examples of other routines-based assessments	**Read:** ❑ *Klienert & Kearns, Ch. 11* ❑ Curriculum based Assessment documents and resources at TTAC online
Oct. 22	Introduction to Standards -Based IEPs and Standards-Based Curriculum Assessment Guest Speaker: TBA Overview of Literacy Curriculum & Assessment and Developing Standards-based literacy goals	**Read:** ❑ Courtade & Browder, Ch. 1 ❑ *Courtade & Browder, Ch. 2* ❑ *Klienert & Kearns, Ch. 6* ❑ Links and resources listed in Blackboard

Oct. 29	Mathematics Assessment & Curriculum Self-Determination	**Read:** ❑ Klienert & Kearns, Ch. 7, Math Instruction ❑ *Courtade & Browder, Ch. 3* ❑ Links and resources in BB **Due:** Continue assessment with target student: Ecological, Routines-based and S-B Curriculum
Nov. 5	Science & Social Studies Curriculum & Assessment for middle and secondary Involving students in their IEP Discussion: Enacting curriculum in meaningful ways for students in AC	**Read:** ❑ Klienert & Kearns, Ch. 8 ❑ Klienert & Kearns, Ch. 9 ❑ www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement **Due**: online Discussion 3
Nov. 12	Incorporating Functional Skill Development into the Standards based curriculum; Using the expanded PLOP to develop/revise the IEP Small group feedback on draft PLOP	**Read:** ❑ *Courtade & Browder, Ch. 5* ❑ *Klienert & Kearns, Ch. 11* **Due: Work on a Draft of your PLOP and bring to class for group work**
Nov. 19	Assistive Technology in the IEP	**Read:** ❑ *Courtade & Browder, Ch. 4* ❑ Readings on assistive technology in BB + ❑ Ideas for AT tools related to the VAAP ❑ Assistive Technology: A Framework for consideration and assessment ❑ Consideration of Assistive technology in the IEP (The Virginia Assistive Technology Resource Guide) ❑ Description of the assistive technology assessment process (save any that look like they will be of use to you with your students) ❑ Klienart & Kearns Ch. 11 **Due 11/22: PLOP Assignment**
Fall Break, No Class		
Dec. 3	**Creating Targeted Goals and Objectives/Benchmarks. Teaching to the Standards** Practicing Alignment to State Standards Monitoring progress on the IEP The VAAP/ Dynamic Assessment Burning Questions	**Read:** ❑ *Courtade & Browder, Ch. 6 and 7* **Due:** ❑ Online Discussion #4

SD 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 also 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).
A complete copy of each university's Honor System document is available through
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. 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
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course;

PowerPoints should be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). 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 also expected to have an active 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

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example John Smith's username would be: x_john.smith Your password is: *bbcommunity*

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.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **There is NO signature assignment for this course and no requirement to submit to TaskStream for evaluation by the end of the semester.**

The signature assignment(s) for this class is: ***none***

Course Facilitators
Each class 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). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as

they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for [SDC Curriculum] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning
- Characteristics: http://webcon.gmu.edu/characteristics/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

(GMU ONLY) POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c. Students are responsible for the content of university communications sent to their George Mason University 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.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Special Addendum for GMU Students enrolled in EDSE 533 Fall 2013

EDSE 533 is a course offered through the Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism. Courses in the consortium are generally capped at lower enrollment than a traditional GMU course because of additional student enrollment from the other participating universities. This semester the enrollment in EDSE 533 is quite large for a class in the adapted curriculum licensure program. Therefore, we will utilize a "grader" to assist the instructor with the large enrollment at GMU.

Dr. Liz Altieri from Radford University is the course instructor. She will conduct all class lectures, design course assignments, and answer content questions. Dr. Ed Lowther from GMU will serve as the course grader for GMU students. This means that Dr. Lowther will grade course assignments and provide assignment feedback for some GMU students. He will collaborate with Dr. Altieri to ensure that grading is consistent across universities. Dr. Lowther will also at times facilitate in-class discussions and activities with some GMU students, such as during presentations.

Faculty contact information:

Dr. Edward Lowther
Cell Phone: 703-973-7832
E-mail: elowther@gmu.edu
Office hours by appointment