**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM**

**SD Characteristics (3 credits)**

**Spring 2017**

**Consortium Titles**
- RU- EDSP 663 Characteristics of Students with Severe Disabilities
- VCU- SEDP 651 Characteristics of Students with Severe Disabilities
- NSU- SPE 523: Attributes and Medical Conditions Associated with Disabilities
- ODU- SPED 674: Medical and Developmental Risk Factors for Children with Disabilities
- JMU- EXED 509: Characteristics of Severe Disability
- GMU- EDSE 447/547: Medical and Developmental Risk Factors for Children with Disabilities
  - 447 DL1 CRN: 14979; 547 DLI CRN: 14980; 547 6U1 CRN: 21615; 547 6Y1 CRN: 21645

<table>
<thead>
<tr>
<th>Instructor: Dr. Judith Connell</th>
<th>Meeting Dates: 01/23/16 - 05/03/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 757-253-0002</td>
<td>Meeting Day(s): Asynchronous</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:jconnel4@gmu.edu">jconnel4@gmu.edu</a> OR <a href="mailto:jsconnell@nsu.edu">jsconnell@nsu.edu</a></td>
<td>Meeting Time(s): Asynchronous</td>
</tr>
<tr>
<td>Office Hours: By appointment. Ongoing contact via email.</td>
<td>Teaching University: NSU</td>
</tr>
</tbody>
</table>

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

**Course Description**
Examines nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications.

**Prerequisite(s):** None    **Co-requisite(s):** None

**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 may include the following:
   1. Online readings 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 (100%) 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 site will be available on January 23, 2017. 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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
   - 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.

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 teacher candidates/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 teacher
candidates/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 teacher
candidates/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 teacher
candidates/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. 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
  ISBN: 978-1-59857-270-4

Recommended Textbooks

Required Resources
Any additional resources and readings will be posted on Blackboard.

Additional Readings
Any additional resources and readings will be posted on 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 a special education 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

Performance-based Assessment (Tk20 submission required)
The performance-based assessment for this course is the Disability Case Study. See the Course Assignments section for assignment description.

Course Assignments
Disability 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 available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

Performance-based Common Assignments
Upon completion of the Child Abuse Recognition Training Module (see CAEP Assignment above), students will read a summary of research on Abuse and Neglect and write a one-page synthesis of one research study on abuse and/or neglect.
Module Assignments (Modules are described fully on the Course Blackboard Site)
Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write two, two to four page papers. The paper in Module 1 is a personal philosophy statement in which students will respond to specific questions given by the instructor. At the end of the course, you will review this statement and write a statement (minimum of 1-2 paragraphs) revising your original statement. In Module 4, students are asked to choose a topic related to severe disabilities, research the topic, and summarize the current knowledge on it. Module assignments for Modules 2 and 3 are slightly different. See assignment description on Blackboard for further information.

Other Assignments.

Student Introduction
Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course.

Discussions
There will be two group discussions pertaining to films by Dan Habib. Students will view the films, answer discussion questions in Discussions on Blackboard, and respond to classmates’ discussion posts. See Course Modules for further information. Other required posts will be found on the Discussion Board page as topics emerge throughout the course.

Course Policies and Expectations

Attendance/Participation
This is an online, asynchronous course. As such, students will complete course modules independently. See course expectations above for requirements regarding Blackboard interfacing. Active engagement on the Discussion Board page is a requirement.

Additional Course Policies

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. [http://www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm). In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. [http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html](http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html)

- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.
Course Content
All course content is contained in the Blackboard Learning Environment. All Module material will be available to students throughout the course. Any questions about content or where to find something should be directed to me.

Communication
The best way to contact me is through email. There is a Send Email icon on the left navigation bar of our course. My email (as well as the email of your classmates) is located here. It is also located at the top of this syllabus. I check my email at least once a day. I will respond to emails within 24 hours, if not sooner, on weekdays.

Written Work
All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the Publication Manual of the American Psychological Association (6th ed.). The citation for this manual is included in the syllabus section on Recommended Texts. This is also termed “APA Style.” For an online resource, see www.apastyle.org. Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citation (as needed in Module 4 at the least) and reference pages.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml

Evaluation
Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module and also under the Course Syllabus link on the left side navigation bar in Blackboard. For module assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar). You can read the comments by clicking on the grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this.

This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons and a module assignment. Each lesson includes a lecture, video or media component, and a reading check. Some lessons also contain a discussion activity. Each of the four modules has a final module assignment. The course point breakdown is:
<table>
<thead>
<tr>
<th>UNDERGRADUATE Assignments</th>
<th>GRADUATE Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Assignment</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>Discussions</td>
</tr>
<tr>
<td>Reading Checks (10 total)</td>
<td>Reading Checks (14 total)</td>
</tr>
<tr>
<td>Module Assignments (4 total)</td>
<td>Module Assignments (4 total)</td>
</tr>
<tr>
<td>Disability Study*</td>
<td>Disability Study*</td>
</tr>
<tr>
<td>Student Introduction</td>
<td>Student Introduction</td>
</tr>
<tr>
<td>TOTAL POINTS FOR COURSE</td>
<td>TOTAL POINTS FOR COURSE</td>
</tr>
</tbody>
</table>

*CAEP Performance-Based Assessment

**Tk20 Performance-Based Assessment Submission Requirement**
Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Disability Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**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 will 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 will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor via email or Blackboard will be considered the date submitted. Submitting an assignment late does not alter the due dates of the 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 formative evaluation and feedback from your instructor across the semester.
Grading Scale

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100% = A</td>
<td>95-100% = A</td>
</tr>
<tr>
<td>74-76% = C</td>
<td>70-79% = C</td>
</tr>
<tr>
<td>90-94% = A-</td>
<td>92-94% = A-</td>
</tr>
<tr>
<td>70-73% = C-</td>
<td>&lt;70% = F</td>
</tr>
<tr>
<td>87-89% = B+</td>
<td>89-91% = B+</td>
</tr>
<tr>
<td>60-69% = D</td>
<td>85-88% = B</td>
</tr>
<tr>
<td>84-86% = B</td>
<td>77-79% = C+</td>
</tr>
<tr>
<td>&lt;60% = F</td>
<td>80-84% = B-</td>
</tr>
</tbody>
</table>

Class Schedule

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

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Course Overview</td>
<td>- Review Syllabus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Become familiar with technology required for class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Begin readings and assignments</td>
</tr>
<tr>
<td>1/30</td>
<td>Course Readings</td>
<td>- Research on abuse and neglect reading and synthesis paper submitted to Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student Introduction submitted to Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due 2/5</td>
</tr>
<tr>
<td>2/6</td>
<td>Module 1: Foundations</td>
<td>- View: Including Samuel (film available on Blackboard-see menu bar on left) See</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
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</tr>
<tr>
<td>-</td>
<td>Lesson 2: Providing an Appropriate Education for Students with Moderate and Severe Disabilities</td>
<td>-End of Module 1 Assignment&lt;br&gt;Reading Checks 1 and 2. &lt;br&gt;Discussion Board Due Date for discussion of the film.</td>
</tr>
<tr>
<td>2/13</td>
<td>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</td>
<td>Lesson 1: Working with Families&lt;br&gt;Lesson 2: Working with Persons with Significant Cognitive Disabilities &lt;br&gt;See Blackboard for Module Assignments</td>
</tr>
<tr>
<td>2/20</td>
<td>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</td>
<td>Lesson 3: Working with Students with Medical Needs&lt;br&gt;Lessons 4: Supporting Students with the Most Challenging Behaviors &lt;br&gt;-See Blackboard for Module Assignments &lt;br&gt;-Discussion due on Blackboard: Including Samuel &lt;br&gt;See Blackboard for Module Assignments</td>
</tr>
<tr>
<td>2/27</td>
<td>Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration</td>
<td>-End of Module 2 Assignment &lt;br&gt;Ideally, at this point, you have completed Reading Checks 3 through 7. &lt;br&gt;Due 3/05</td>
</tr>
<tr>
<td>3/06</td>
<td>Module 3: Curriculum for Students with Moderate and Severe Disabilities</td>
<td>Lesson 1: Identifying Functional, Age-Appropriate Skills &lt;br&gt;See Blackboard for Module Assignments</td>
</tr>
<tr>
<td>3/13</td>
<td>Lesson 2: Systematic Instruction</td>
<td>Lesson 3: Community-Based Instruction &lt;br&gt;See Blackboard for Module Assignments</td>
</tr>
<tr>
<td>Date</td>
<td>Module/Assignment</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
| 3/20  | **Module 3: Curriculum for Students with Moderate and Severe Disabilities**  
Lesson 4: Planning for the Life Span: Longitudinal Transition | See Blackboard for Module Assignments |
| 3/27  | Lesson 5: Entering Adulthood: Options for Work and Community Living  
-END of Module 3 Assignment  
Ideally, at this point, you have completed Reading Checks 8 through 12. | See Blackboard for Module Assignments  
Due 4/02 |
| 4/03  | Discussion Board Reflections                                                      | See Discussion Board page in Blackboard.  
**Drafts of Disability Study assignment are welcome for feedback.** |
| 4/10  | Discussion Board Reflections                                                      | See Discussion Board page in Blackboard.  
**Drafts of Disability Study assignment are welcome for feedback.** |
| 4/17  |                                                                                   | Catch up on readings and assignments. |
| 4/24  | **Module 4: Issues and Future Directions**  
Lesson 1: Dealing with Difficult Issues  
Lesson 2: Future Directions  
-END of Module 4 Assignment | -See Blackboard for Module Assignments |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/30</td>
<td>View: Restraint and Seclusion: Hear Our Stories (link is in Module 4, Lesson 2)</td>
<td></td>
</tr>
<tr>
<td>5/01</td>
<td>Course Reflection</td>
<td>Disability Study due 5/01</td>
</tr>
</tbody>
</table>
## Disability Case Study Scoring Guide

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disability Overview &amp; Etiology</strong> CEC/IIC Standards 1</td>
<td>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.</td>
<td>Candidate provides definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning.</td>
</tr>
<tr>
<td><strong>Disability Overview &amp; Etiology</strong> CEC/IIC Standards 1</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Disability Overview &amp; Etiology</strong> CEC/IIC Standards 6</td>
<td>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.</td>
<td>Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities including those from culturally and linguistically diverse backgrounds.</td>
</tr>
<tr>
<td><strong>Impact on Families</strong> CEC/IIC Standards 6</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td><strong>Educational Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC/IIC Standards 6</td>
<td>Candidate partially identifies continuum of placement and services available for learners with moderate to severe exceptionalities.</td>
<td>Candidate identifies the continuum of placement and services available for learners with moderate to severe exceptionalities.</td>
</tr>
<tr>
<td>CEC/IIC Standards 5</td>
<td>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.</td>
<td>Candidate relates levels of support to the needs of learners moderate to severe exceptionalities to support them within the least restrictive environment.</td>
</tr>
<tr>
<td><strong>Educational Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC/IIC Standards 1</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Legal Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC/IIC Standard 6</td>
<td>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.</td>
<td>Candidate discusses the impact the legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities.</td>
</tr>
<tr>
<td><strong>Family Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC/IIC Standard 6 &amp; 7</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Professional Resources</td>
<td>Does Not Meet Expectations 1</td>
<td>Meets Expectations 2</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>CEC/IIC Standard 6</td>
<td>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.</td>
<td>Candidate accesses information to identify professional organizations and publications reporting current research-validated practices relevant to learners with moderate to severe exceptionalities.</td>
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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/rg7honorable.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.

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.
GMU Policies and Resources for Students

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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/

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- 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 follow the university policy stating that all sound emitting devices shall be silenced 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/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- 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/).
- 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/).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff
will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.