

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

SD Characteristics (3 credits)
Spring 2018

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: 13037; 547 DLI CRN: 13038; 547 6U1 CRN: 21493; 547 6Y1 CRN: 21491

Instructor: Dr. Judith Connell	Meeting Dates: 01/22/2018-05/02/2018
Phone: 757-253-0002	Meeting Day(s): Asynchronous
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Office Hours: By appointment. Ongoing contact via email.	Teaching University: ODU

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

Prerequisite(s) None

Co-requisite(s) None

Course Description

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

Advising Contact Information

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

Course Delivery Method

Learning activities 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 22, 2018. The instructor will alert students via email of course availability.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday 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

Agran, M., Brown, F., Hughes, C., Quirk, C. & Ryndak, D. (2014). *Equity & full participation for individuals with severe disabilities: A vision for the future*. Baltimore: Paul H. Brookes. ISBN: 978-1-59857-270-4

Westling, D. L., Fox, L.L., & Carter, E.W. (2015). *Teaching Students with Severe Disabilities (5th Edition)*. New York: Pearson.

Recommended Textbooks

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

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 on the Disability Study page in Blackboard.

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. This synthesis is not mandatory but serves as extra credit. The Child Abuse Recognition Training with Certificate is mandatory.

Module Assignments (Modules are described fully on the Course Blackboard Site)

Module assignments are independent 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 Profile

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. See Pacing Chart.

Discussion Board Postings

In addition to introductions to classmates and periodic responses to topics posed by the instructor on the Discussion Board page, 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 Manual 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <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
- 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 the instructor.

Communication

The best way to contact the instructor 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>. Academic English should be used in all communication and written work.

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 the instructor. If you have difficulty with an assignment, either in understanding or completing it, please contact the instructor 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:

UNDERGRADUATE Assignments			GRADUATE Assignments		
Assignment	Points Each	Total	Assignment	Points Each	Total
Discussions	TBD	45	Discussions	TBD	45
Reading Checks (10 total)	25	250	Reading Checks (14 total)	25	350
Module Assignments (4 total)	125	500	Module Assignments (4 total)	125	500
Disability Study*	100	100	Disability Study*	100	100
Student Introduction	5	5	Student Introduction	5	5
TOTAL POINTS FOR COURSE		900	TOTAL POINTS FOR COURSE		1000

*CAEP Performance-Based Assessment

Late Work

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

Graduate

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

Undergraduate

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment


The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

CLASS SCHEDULE AND PACING CHART

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

Week of	Topic	Due
	<p>REMEMBER TO REVIEW ALL PAGES ON THE BLACKBOARD SITE FOR THE COURSE TO ENSURE YOU COMPLY WITH THE DUE DATES FOR DISCUSSION BOARD POSTINGS AS WELL AS SUPPLEMENTARY ASSIGNMENTS. Check the Calendar Page and the Electronic Submissions Page routinely. Typically, twice weekly Discussion Board postings responding to instructor presented topics are expected.</p>	<p>Note: All assignments are due by 11:59 PM EST on the date noted. Please check Discussion Board, Calendar, and Electronic Submissions pages, etc. for other due dates for major assignments.</p>
1/22	<i>Course Overview</i>	<ul style="list-style-type: none"> - Review Syllabus. -Become familiar with technology required for class. -Begin readings and assignments
1/29	<i>Course Readings</i>	<ul style="list-style-type: none"> - Extra credit: Research on abuse and neglect reading and synthesis paper submitted to Blackboard -Student Profile submitted to Blackboard Electronic Submission <p style="background-color: yellow;">Due 2/04</p>
2/05	<p style="background-color: cyan;">Module 1: Foundations</p> <p>Lesson 1: Changing Definitions and Attitudes Lesson 2: Providing an Appropriate Education for Students with Moderate and Severe Disabilities -End of Module 1 Assignment</p> <p>Submit Reading Checks 1 and 2 this week.</p>	<ul style="list-style-type: none"> - View: <i>Including Samuel</i> (film available on Blackboard-see menu bar on left of Home page). See Discussion Board Due Date for discussion of the film. <p style="background-color: yellow;">Child Abuse Recognition Training Certificate and End of Module 1 Assignment.</p> <p style="background-color: yellow;">Both Assignments Due 2/11</p>

2/12	<p>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities Lesson 1: Working with Families Lesson 2: Working with Persons with Significant Cognitive Disabilities</p>	See Blackboard for Module Assignments
2/19	<p>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities Lesson 3: Working with Students with Medical Needs Lessons 4: Supporting Students with the Most Challenging Behaviors</p>	<p>-See Blackboard for Module Assignments -Discussion Board due on Blackboard: <i>Including Samuel</i></p> <p>See Blackboard for Module Assignments</p>
2/26	<p>Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration -End of Module 2 Assignment</p> <p>Ideally, at this point, you have completed Reading Checks 3 through 7.</p>	<p>See Blackboard for Module Assignments</p> <p>End of Module 2 Assignment Due 3/04</p>
3/05	<p>Module 3: Curriculum for Students with Moderate and Severe Disabilities Lesson 1: Identifying Functional, Age-Appropriate Skills</p>	See Blackboard for Module Assignments
3/12	<p>Lesson 2: Systematic Instruction Lesson 3: Community-Based Instruction</p>	See Blackboard for Module Assignments
3/19	<p>Module 3: Curriculum for Students with Moderate and Severe Disabilities Lesson 4: Planning for the Life Span: Longitudinal Transition</p>	See Blackboard for Module Assignments
3/26	<p>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.</p>	<p>See Blackboard for Module Assignments</p> <p>End of Module 3 Assignment Due 4/02</p>

4/02	Discussion Board Reflections	See Discussion Board page in Blackboard. Drafts of Disability Study assignment are welcome for feedback.
4/09	Discussion Board Reflections	See Discussion Board page in Blackboard. Drafts of Disability Study assignment are welcome for feedback.
4/16		Catch up on readings and assignments.
4/23	Module 4: Issues and Future Directions Lesson 1: Dealing with Difficult Issues Lesson 2: Future Directions -End of Module 4 Assignment Ideally, at this point, you have completed Reading Checks 13 and 14.	-See Blackboard for Module Assignments -View: <i>Restraint and Seclusion: Hear Our Stories</i> (link is in Module 4, Lesson 2) End of Module 4 Assignment Due 4/29
4/30	Course Reflection	Disability Study due 5/01

SCHEDULE IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR
DEPENDING ON THE EMERGING NEEDS OF THE CLASS.

Assessment Rubric for TK20

Disability Case Study Scoring Guide

	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	Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of	Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	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.	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	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	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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	those from culturally diverse backgrounds.		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 specifically targeted to support families and learners with moderate to severe exceptionalities. Candidate discusses roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities.
Professional Resources CEC/IIC Standard 6	Candidate accesses information but identifies limited professional organizations and publications reporting current research-validated practices that may not be specifically relevant to learners with moderate to severe exceptionalities.	Candidate accesses information to identify professional organizations and publications reporting current research-validated practices relevant to learners with moderate to severe exceptionalities.	Candidate accesses information to identify a range of professional organizations and publications reporting current research-validated practices specifically targeted to learners with moderate to severe exceptionalities.

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

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

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

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

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

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

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

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

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

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

Accommodations for Disability

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

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

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

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

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

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

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

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. 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 Kinan Jerome. Any questions please contact Marci Kinan 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 Kinan Jerome (mkinas@gmu.edu). She will be the best resource.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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