VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2018
Communication and Severe Disabilities, 3 Credits

Consortium Titles

- George Mason University: EDSE 534 Communication and Severe Disabilities
  - EDSE 434 DL1: CRN: 74057
  - EDSE 534 DL1: CRN: 73152; EDSE 534 6U1: CRN: 83583; EDSE 534 6Y1: CRN: 83574
- Virginia Commonwealth University: SEDP 600 Communication for Students with Severe Disabilities
- Radford University: EDSP 667 Communication & Severe Disabilities
- Norfolk State University: SPE 643 Communication Development for Individuals with Severe Disabilities
- Old Dominion University: SPED 673 Communication and Severe Disabilities
- James Madison University: EXED 602: Communication, Language and Sensory issues in ASD

Instructor: Dr. Marci Kinas-Jerome	**Meeting Dates**: 8/27/2018 – 12/06/2018
Phone: 703-993-8295	**Meeting Day(s)**: Net
E-Mail: mkinas@gmu.edu	**Meeting Time(s)**: Net
Office Hours: By Appointment	**Meeting Location**: On-line
Office Location: Finley Hall 205	**Instructing University:** GMU

*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
Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communication, choice-making, and social interaction. Offered by Graduate School of Education. May not be repeated for credit.

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

Course Delivery Method
Learning activities include the following:

1. Learning module lectures, discussion, activities, and participation
2. Software and hardware demonstrations
3. Video and other media supports
4. Group and independent laboratory exploration activities
5. Class presentations

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 27

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their university email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - 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: Our class week will generally **start** on **Monday** and work will be **due** on the **following Tuesday** (8 days).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- 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 (or home university).

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

1. Identify characteristics of non-symbolic and symbolic communication
2. Describe and discuss methods for assessment, identification of priorities, and monitoring progress of individuals with communication impairments.
3. Discuss and evaluate the range of augmentative and alternative communication devices and systems/assistive technology available for individuals with severe disabilities.
4. Implement assessment strategies to improve students' social interaction with peers and others.
5. Implement communication/AAC/AT assessment strategies to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels.
6. Understand and identify behaviors associated with communication.
7. Describe language development and emergent literacy skills for students who use augmentative and alternative communication devices and systems/assistive technology.
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading for students who use augmentative and alternative communication devices and systems/assistive technology.
9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities for students who use augmentative and alternative communication devices and systems/assistive technology.

Course Relationship to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks
Beukelman, D. R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore: Paul H. Brookes.

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

Additional Readings
Additional readings will be assigned according to topic and will be made available by the instructor.

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

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 534, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
None

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required)
None

Course Assignments

1. **Weakly Learning Modules (14 Modules @ 30 points each)** All modules will open on the specified Monday at 9:00am and all work must be submitted by the following Tuesday by 11:59 pm. Within any learning module, students will be presented with a series of activities. Some activities such as viewing a video or reading a chapter in the textbook are categorized as "Read/View". Other activities such as taking a quiz are categorized as "Complete". All activities identified as "Complete" must be submitted on-time and be of satisfactory quality to receive full credit. Please note that while "Read/View" activities are not "graded", access to them is being tracked through Blackboard and the content is assessed through additional course assignments.

   Please plan accordingly. Best practices will have you open the module on Monday to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week. All modules will be worth 30 points and the tasks will be listed on the first screen of each module.
   a. Undergraduate differentiation: When specified within a particular module, undergraduates may be directed to complete a different or modified assignment. In particular, undergraduates will not be expected to complete research activities at the same level as graduate students.

2. **Topic Board Development, Rationale, and Reflection (170 points)** Using the strategies and procedures reviewed in class, students will create a topic board for their own use in a specific situation. Students will actually use the topic board for conversation for a minimum of one hour (in an identified setting) and will then write a reflection on his or her experiences and impressions. See assignment rubric for further details. **(Due October 9)**

3. **Case Study and Low Tech AAC System Development (170 points)** Students will be assigned a case individual for whom they are expected to develop a low tech communication system. A rationale for why such a system was created is expected as well as the development of the actual, physical system. You will be presenting your low tech systems and explaining their as part of a weekly learning module activity. See assignment rubric for further details. (**Due November 6**)

4. **Literacy Unit Plan (240 points)** Students will choose and design a unit on a specific topic of their choice. The unit must be centered around a piece of literature, whether a published children's book or personally authored story. Students will adapt the story for students with significant disabilities using communication/literacy tools and strategies discussed in class. Furthermore, students will develop at least 3 additional supplemental resources related to the story that also incorporate communication theory and strategies discussed in class. These resources could include songboards, worksheets, games, crafts, etc. Students will also design a communication board for use during the unit. Students will present their rationale for the unit development and physically show the 5 curriculum materials during a video presentation. Students will submit a 3-4 page rationale describing the topic and target population for the unit plan, description of the 5 developed resources, and discussion of the communication/literacy theory, tools and strategies considered in the unit plan development. Unit development must incorporate (and reference) at least two research-based AAC

interventions/strategies. Students will also submit electronic copies of the 5 curriculum materials to Blackboard. In addition students will engage in a Peer Presentation review activity. See assignment rubric for further details. **(Proposal Due November 13; Narrative and Materials Due December 1; Student Presentations Due December 5)**

a. Undergraduate differentiation: Undergraduate students will be expected to only develop 2 supplemental activities and incorporate at least 1 research-based AAC interventions/strategy. See undergraduate assignment rubric for further details.

Course Policies and Expectations

Attendance/Participation

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in *Learning Modules* is specifically outlined in Weekly *Learning Modules* within the Other Assignments section of the syllabus. Please note that while only certain learning elements are assessed through "grades", the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor.

Late Work

All activities and assignments should be submitted through Blackboard by 11:59pm on the dates indicated.

Weekly Learning Modules

In fairness to students who make the effort to submit assignments on time, there will be progressive cost reduction per day for late work within each learning module. Work that is submitted one day late will receive a 20% cost reduction, work that is submitted two days late will receive a 30% cost reduction, and work that is submitted 3 days late will receive a 50% cost reduction. After three days past due, students will receive a 0 for any missing work within that learning module.

One-time Extension: The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to request a one-time extension that they can apply to one Weekly Learning Module (Modules 1-13 only). Students must request the extension by emailing the instructor (mkinas@gmu.edu) prior to the original due date; requests made after 11:59pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received the extension; it

will be automatic as long as it is the first request. The deadline for extended work will be Saturday at 10:00am instead of the specified Tuesday at 11:59pm for the specific learning module. All extensions will be tracked in the Blackboard gradebook.

Course Assignments (Topic Board, Low Tech Case Study, AAC Unit Plan)

In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late papers for up to 5 days. (For example, a 200-point assignment will lose 20 points per day) After 5 days, students will earn a 0 for the missed assignment. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with your university Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

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/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Core Values Commitment

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

Class Schedule

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

Module Week	Module Available*	Module Topic	Module Due**	Additional Assignments Due**
1	8/27	• Course Overview • Introduction to Augmentative and Alternative Communication	9/4	
2	9/3	• Messaging and Symbols	9/11	
3	9/10	• Alternative Access • Assessment Part 1	9/18	
4	9/17	• Assessment Part 2	9/25	
5	9/24	• Emergent AAC Strategies	10/2	
6	10/1	• Advanced AAC Strategies • (Case Study Preference)	10/9	(10/9) Topic Board Assignment Due
7	10/8	• Language Learning and Development • Core Vocabulary	10/16	(10/16) Course Midterm Evaluation
8	10/15	• AAC and Literacy Part 1	10/23	
9	10/22	• Boardmaker Online	10/30	
10	10/29	• AAC and Literacy Part 2 • AAC in the Educational Setting	11/6	(11/6) Low Tech Case Study Assignment
11	11/5	• AAC Device Exploration	11/13	(11/13) Literacy Unit Plan Topic Proposal
12	11/12	• AAC and Autism • (AAC Unit Topic Approval)	11/20	
13	11/19	• Low Tech Case Study Responses • AAC Research	11/27	
14	11/26	• AAC User Experience	12/4	
		Literacy Unit Plan Narrative and Materials	12/1	(12/1) Literacy Unit Plan and Adaptation Narrative and Materials
	Starting 12/2	Student Presentations: AAC Unit Plan	12/5	(12/5) Student Presentations: Literacy Unit Plan
		Please note: You will receive a notification to your GMU email when the official course evaluation is available for this course. You will have 5 days to complete the evaluation.	12/6	(By 12/6) GMU Course Final Evaluation Instructor Developed Course Evaluation

* Modules will be made available by 9:00am on the scheduled availability date (Mondays)

** All module activities and course assignments are due by 11:59pm on the scheduled due date (Tuesdays)

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

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

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

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

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

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

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

Blackboard Access and Non-Mason Students

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

GMU Email and Non-Mason Students

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

Course Facilitators

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

Blackboard Assistance

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

Policies and Resources for GMU Students ONLY

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Assessment Rubric(s)

N/A