

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

SD Characteristics (3 credits)  
Summer 2019

**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 D01 CRN: 42261; 547 D01 CRN: 42260; 547 6U1 CRN: 42723; 547 6Y1 CRN: 42726

<b>Instructor:</b> Dr. Sara Moore Snyder	<b>Meeting Dates:</b> 5/20/2019 – 7/12/2019
<b>Phone:</b> (540) 568-6780	<b>Meeting Day(s):</b> Net
<b>E-Mail:</b> <a href="mailto:snyde3sm@jmu.edu">snyde3sm@jmu.edu</a> or <a href="mailto:ssnyd4@gmu.edu">ssnyd4@gmu.edu</a>	<b>Meeting Time(s):</b> Net
<b>Office Hours:</b> By appointment. On-going contact via email	<b>Meeting Location:</b> Online
<b>Office Location:</b> JMU Memorial 3130E	<b>Instructing University:</b> JMU

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

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

**GMU Course Description**

Examines the nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications. Offered by Graduate School of Education. Limited to three attempts.

**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***

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Learning activities include the following:

1. Class lecture 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 (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 5/20/19 12:00 am.

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

## ***Technical Requirements***

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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](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](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/](http://www.apple.com/quicktime/download/)

## Expectations

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- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Friday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- 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 their university’s Office of Disability Services.

### ***Learner Outcomes***

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The following Virginia Department of Education competencies will be addressed by this course as they relate to 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 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 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 students with disabilities.

### ***Professional Standards***

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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 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***

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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.

### ***Recommended Textbooks***

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

### ***Additional Readings***

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Additional readings will be posted to Blackboard.

### ***Course Performance Evaluation***

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#### **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 547, the required PBA is Disability Case Study. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### ***Assignments and/or Examinations***

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#### **Performance-based Assessment (Tk20 submission required)**

The performance-based assessment for this course is the *Disability Case Study*. Please see the *Course Assignments* section for assignment description.

Students must also submit the Child Abuse and Neglect Module to Blackboard. Please see the Course Assignments section for assignment description.

#### **College Wide Common Assessment (TK20 submission required)**

None

#### **Performance-based Common Assignments (No Tk20 submission required)**

None

### ***Course Policies and Expectations***

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

**Late Work.** You are expected to submit assignments on the established due dates, and you are expected to take quizzes at the scheduled times. Late or incomplete submissions of work will result in a deduction of 33.3% of the possible total points for that assignment (1/3 of the points). An assignment is considered late after the posted due date and time. Any late assignment must be turned in within 48 hours after it is due to be graded. Students should email the instructor to notify of any late assignments being submitted.

**Person First Language and communicating with respect.** By this point in your career, you are likely already familiar with the importance of using person first language when referring to people with disabilities (e.g., person with autism, girl with CP, man with Downs syndrome). Some people with disabilities prefer to be addressed differently. For example, some members of the (capital D) Deaf community prefer to be referred to as a Deaf person and not a person with a hearing impairment. The same may be true for people who prefer to identify as autistic. You should always refer to a person using the vocabulary that he or she prefers. If you don't know, or can't ask, then use Person First Language. People with moderate and severe disabilities should be afforded this same courtesy. You should be careful to not use words to describe people that infantilize them, regardless of the severity of their disability. For example, a male of adult age should not be referred to as a boy. One thing we will talk about frequently in this course is avoiding talking about a person with a disability (whether a child or adult) as if the person is not in the room with you or as if the person cannot understand you. In other words, talking about the person (positively or negatively) in front of the person as if the person does not understand. This NOT communicating with respect. Finally, I want to refer to you with the names and/or pronouns that appropriately identify you. Please feel free to be direct with me about your preferences. As for me, you can call me Sara, Dr. Sara, or Dr. Snyder, and use the pronouns she/her/hers.

**Professional Quality.** All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements. All assignments must be proofed for grammatical and spelling errors prior to submission for a grade. *There will be a 5% point deduction (of received points) for an assignment with more than 5 grammatical and spelling errors.* If you know you have problems with spelling and grammar, I recommend you use a dictionary to check your spelling and use any of the following means to check your grammar: (a) ask a friend who is a good proof reader to proof your work before turning it in for grading, (b) consult a grammar web site (<http://www.drgrammar.org/>; [Grammarly.com](http://www.grammarly.com)) or (c) make an appointment with your University Writing Center.

**Communication.** Feel free to contact me by stopping by during office hours, by e-mail, or by phone. Email will be checked daily on weekdays, but please be advised that it may take up to one to two business days to receive a response via email. It is wise to peruse all assignments at least one week before they are due and ask any questions you may have prior to beginning work. You are expected to use correct grammar, spelling, and professional writing in all e-mail and written communication, as these are critical skills for all professionals to demonstrate.

## **Course Assignments**

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

### **Disability Case Study.**

Students will work individually to develop a paper related to a specific disability. In this paper, students will provide an overview of the specified disability as well as discussion as to how the specified disability impacts families and what cultural differences must be addressed; a description of the complex needs of individuals with this disorder/disability, a presentation of a range of special education and community-based supports and services that are needed to maximize their achievement and capacity; and a discussion of the impact of the disability on normal growth and development and the ability to learn, interact socially and live as fulfilled contributing members of the community. *Students are required to have their disability topic approved by the instructor prior to completion of the activity (to prevent each student from choosing the same disability category). Email your instructor with your selection by Friday 6/14*

### **Child Abuse Recognition and Training Module.**

All students must complete the online child abuse recognition training module as outlined in the Orientation Module. Certificate of completion is due by uploading it on Blackboard. If you've completed this within the last calendar year (May 20, 2018 – May 19, 2019) you can submit that certificate. If it's more than a year old then you need to complete the training module again.

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

**Graded Quizzes.** The other three content quizzes are in Modules 4, 5, and 6. These quizzes are worth 5 points each. They are multiple choice. You have one 30 minute attempt to complete each quiz. Do not start the quiz unless you are ready to take the entire quiz at once. These three quizzes are NOT open book, open note. Your home university honor code applies here. You may not collaborate at all in any form (e.g., not in person or through any sort of technology). You may not share test questions with other people in the class.

**Graduate Essay Response.** FOR GRADUATE STUDENTS ONLY. In addition to the quizzes in Modules 4, 5, and 6, there are extra activities that graduate students must complete. Please follow the instructions for each graduate essay response.

**Other graded activities by week.** Each week there are one or more assignments to completed related to the module content. Assignments should be completed individually unless otherwise notated in the assignment in Blackboard. More information can be found in Blackboard for each individual assignment. Each activity is due by 11:59 pm on Friday during the assigned week. Numbers in parentheses indicate total points available for each activity. More details for each assignment are available in Blackboard.

Orientation week: Student profile activity (5) & orientation discussion post (5)

Module 1: Card sort discussion post (5)

Module 2: Group Case Study (15)

Module 3: Group or Individual Case Study (15) & Short answer questions (5)

Module 4: “Inclusion Blog Post” (15)

Module 5: Inclusion Portfolio (15)

Module 6: Discussion post (5)

<b>UNDERGRADUATE GRADING VALUES</b>	
<b>Assignment</b>	<b>Point Value (126 Possible)</b>
Child Abuse Recognition and Training Module	10
Weekly Activities and Discussions	25 (5 each)
Module 2 Group Case Study	15
Module 3 Case Study (group or individual)	15
Module 4 Inclusion Blog Post	15
Module 5 Inclusion Portfolio	15
Graded Quizzes (Modules 4, 5, 6)	15 (5 points each)
Module 7 Disability Study	30

**UNDERGRADUATE Grading Scale**

<b>Points</b>	<b>Corresponding percentages</b>	<b>Letter grade</b>
113.4-126	90-100%	A
88.3 – 113.3	80-89%	B
75.7-88.2	70-79%	C
62.5-75.6	60-69%	D
Your grade is below 62.5	Below 60%	F

<b>GRADUATE GRADING VALUES</b>	
<b>Assignment</b>	<b>Point Value (132 Possible)</b>
Child Abuse Recognition and Training Module	10
Weekly Activities and Discussions	25 (5 each)
Module 2 Group Case Study	15
Module 3 Case Study (group or individual)	15
Module 4 Inclusion Blog Post	15
Module 5 Inclusion Portfolio	15
Graded Quizzes (Modules 4, 5, 6)	15 (5 points each)
Graduate Essay Response	6 (2 each)
Module 7 Disability Study	30

**GRADUATE Grading Scale**

Points	Corresponding percentages	Letter grade
118.8-132	90-100%	A
105.6 – 118.7	80-89%	B
92.4 - 105.5	70-79%	C
Your grade is below 92.4	Below 60%	F

\*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***

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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.**

<b>Module Topic</b>	<b>Module Availability</b>	<b>Readings</b>	<b>Graded Assignments</b>	<b>Assignment Due Date</b>
Orientation Module	5/20/2019	Materials on Blackboard	Student Profile  Child Abuse & Neglect Certificate  APA and Plagiarism Quizzes	<b>All assignments due Friday 5/24 11:59 pm</b>
Module 1 – The Historical Treatment and Outcomes for Individuals with Severe Disabilities	5/20/2019	EFP Chapters 1 & 3; Materials on Blackboard	Card Sort Discussion Board Post	<b>All assignments due Friday 5/31 11:59 pm</b>
Module 2 – Understanding and Planning for People with Severe Disabilities	5/20/2019	EFP Chapter 2, 4, 5, 6, 8, & 10	Module 2 Case Study Group Response	<b>All assignments due Friday 6/7 11:59 pm</b>
Module 3 – The Developing Child	5/20/2019	CWD Chapters 12, 14, & 15; Mini-lectures and additional readings on Blackboard	Module 3 Assessment 1: Case Study ASQ-3  Module 3 Assessment 2: short answer responses	<b>All assignments due Friday 6/14 11:59 pm</b>
Module 4 – Developmental Disabilities and Intellectual Disabilities/Down Syndrome	6/7/2019	CWD Chapters 17 & 18	Module 4 Inclusion Blog Post  Module 4 Quiz  Module 4 Quiz Grad Essay Response  M4 Graduate Essay Response*	<b>All assignments due Friday 6/21 11:59 pm</b>
Module 5 – Cerebral Palsy/Traumatic Brain Injury	6/14/2019	CWD Chapters 24 & 26	Module 5 Inclusion Portfolio  Module 5 Quiz	<b>All assignments due Friday 6/28 11:59 pm</b>

			M5 Graduate Essay Response*	
Module 6 – Autism Spectrum Disorder/Behavioral and Psychiatric Disorders in Children with Disabilities	6/21/2019	CWD Chapters 21 & 29	Module 6 Discussion Board Post  Module Quiz  M6 Graduate Essay Response*	<b>All assignments due Friday 7/5 11:59 pm</b>
Module 7 – Disability Case Study	5/20/2019	EFP: Chapter 19	Module 7 Disability Case Study	<b>All assignments due Friday 7/12 11:59 pm</b>

\*Undergraduates do not complete

EFP = Equity and Full Participation for Individuals with Severe Disabilities

CWD = Children with Disabilities (excerpts on Bb)

## 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](http://www.students.vcu.edu/rg/policies/rg7honor.html).

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](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>

### Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

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

ODU: <https://www.odu.edu/counselingservices>

### Course Materials

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

### Technology Proficiencies

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

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

### Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, [mkinas@gmu.edu](mailto: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](mailto:mkinas@gmu.edu)). She will be the best resource.

## **Policies and Resources for GMU Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <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](mailto: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

Disability Case Study Assessment Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Disability Overview & Etiology CEC/IIC Standards 1	Candidate's description of definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning is limited.	Candidate provides definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning.	Candidate provides definitions and characteristics of learners with moderate to severe exceptionalities including typical and atypical development in cognitive, physical and sensory functioning. In addition, candidate discusses the effect of the exceptionality across the student's lifespan.
Disability Overview & Etiology CEC/IIC Standards 1	Candidate partially identifies etiologies and medical complication and the discussion related to the implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life is limited.	Candidate identifies etiologies and medical complication and implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life.	Candidate identifies etiologies and medical complication and implications of conditions related to learners with moderate to severe exceptionalities and discusses the impact those conditions can have on a learner's life including psychological and social-emotional characteristics of individuals with exceptionalities.
Disability Overview & Etiology CEC/IIC Standards 6	Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities, however does not identify issues related to those from culturally and linguistically diverse backgrounds.	Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities including those from culturally and linguistically diverse backgrounds.	Candidate discusses issues related to the identification of learners with moderate to severe exceptionalities including those from culturally and linguistically diverse backgrounds and how those issues effect placement and services available for students with exceptionalities.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Impact on Families  CEC/IIC Standards 6	Candidate’s discussion of the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process is limited. Candidate’s discussion of the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one’s teaching is limited.	Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process. Candidate discusses the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one’s teaching	Candidate discusses the impact of learners with moderate to severe exceptionalities on family systems and the role of families in supporting development within the educational process. Candidate discusses the impact of differences in values, languages, and customs that can exist between the home and school as well as the effect of personal cultural biases and differences that affect one’s teaching. In addition, candidate discusses their own cultural biases and differences that affect their teaching.
Educational Issues  CEC/IIC Standards 6	Candidate partially identifies continuum of placement and services available for learners with moderate to severe exceptionalities.	Candidate identifies the continuum of placement and services available for learners with moderate to severe exceptionalities.	Candidate identifies the continuum of placement and services available for learners with moderate to severe exceptionalities with consideration to the models, theories, and philosophies that form the basis of special education practice.
Educational Issues  CEC/IIC Standards 5	Candidate fails to relate levels of support to the specific needs of learners moderate to severe exceptionalities to support them within the least restrictive environment.	Candidate relates levels of support to the needs of learners moderate to severe exceptionalities to support them within the least restrictive environment.	Candidate relates levels of support to the specific needs of learners moderate to severe exceptionalities to support them within the least restrictive environment. Candidate discusses specialized materials, curricula, and resources for learners with exceptionalities.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Educational Issues CEC/IIC Standards 1	Candidate's discussion of the educational implications of characteristics of learners with moderate to severe exceptionalities is limited and only partially identifies strategies to support learners including those from culturally diverse backgrounds.	Candidate discusses the educational implications of characteristics of learners with moderate to severe exceptionalities and identifies strategies to support learners including those from culturally diverse backgrounds.	Candidate discusses the educational implications of characteristics of learners with moderate to severe exceptionalities and identifies several evidence-based strategies to support learners including those from culturally diverse backgrounds.
Legal Issues CEC/IIC Standard 6	Candidate's discussion of the impact of the legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities is limited.	Candidate discusses the impact the legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities.	Candidate discusses the impact of various legal, judicial, and educational systems on the rights of learners with moderate to severe exceptionalities.
Family Resources CEC/IIC Standard 6 & 7	Candidate accesses information but identifies limited sources of unique services, networks, and organizations that may not specifically support families and learners with moderate to severe exceptionalities. Candidate's discussion of the roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities is limited.	Candidate accesses information to identify sources of unique services, networks, and organizations to support families and learners with moderate to severe exceptionalities. Candidate discusses roles of professional groups and referral agencies in identifying, assessing, and providing services to learners with moderate to severe exceptionalities.	Candidate accesses information to identify and evaluate a range of unique services, networks, and organizations to specifically targeted to support families and learners with moderate to severe exceptionalities. Candidate 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	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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	moderate to severe exceptionalities.		