College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDSE 534 633: Communication and Severe Disabilities
CRN: 21101, 3 – Credits

Instructor: Dr. Grace Francis	**Meeting Dates**: 03/27/17 – 05/22/17
Phone: 703-993-6064	**Meeting Day(s)**: Monday
E-Mail: gfranci4@gmu.edu	**Meeting Time(s)**:5:00 pm - 10:00 pm
Office Hours: By appointment	**Meeting Location**: Off-campus/Other,
Office Location: 216 Finley	**Other Phone**: N/A

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.

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

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

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

Advising Tip
Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

Course Delivery Method
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

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 teacher candidates/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 teacher candidates/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 teacher candidates/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 teacher candidates/students who use augmentative and alternative communication devices and systems/assistive technology
9. Demonstrate knowledge of best practices and strategies in reading instruction for teacher candidates/students with severe disabilities for teacher candidates/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.

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
   Performance-based Assessment (Tk20 submission required)
   N/A

College Wide Common Assessment (Tk20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required.)

Assignment	Description	Points	Due date
AAC Device Investigation	Find, explore, and critique an AAC Device	20	Apr 17
Two in-class activities	In-class activities related to course content	30	-
AAC Budgeting	Select a least three forms of AAC appropriate for a case study learner within an assigned budget	15	Apr 24
AAC Case Study	Create a communication board for a case study learner	50	May 1
AAC App Investigation	Find, explore, critique, and share an AAC App	25	May 8
AAC System and Unit Plan	Create an AAC communication system and literary unit for an AAC user	100	May 22

Total: 240

Course Policies and Expectations
Attendance/Participation
Students are expected to attend and participate in all scheduled classes.

Late Work
There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback.

Grading Scale

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
F	69.99- and below

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 <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

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

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

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

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

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

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

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

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

Week/Date	Topics Covered	Assignments Due
1 Mar 27	Class overview, introduction to AAC	
2 Apr 3	Forms of communication, types of AAC	
Apr 10	NO CLASS	
3 Apr 17	Assessment, tool matching	AAC Device Investigation
4 Apr 24	Core and fringe vocabulary, programming	AAC Budgeting
5 May 1	Teaching AAC use and incorporating AAC into instruction	AAC Programming

Week/Date	Topics Covered	Assignments Due
6 May 8	AAC, literacy, social skills, and behavior	AAC App Investigation
7 May 15	AAC in the home and community	
8 May 22	Individual check in, wrap-up	Communication System Development and Use

Assessment Rubric(s)

See Blackboard