

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2017
SD Reading, 3 Credits

Consortium Titles

- RU- EDSP 691 Emergent and Early Literacy for Students w Complex Language and Learning Needs
- VCU- TEDU 561 or SEDP 651: Reading Foundations
- NSU- SPE 542: Reading and Literacy Instruction
- ODU- SPED 675: Language and Emergent Literacy for Diverse Learners
- JMU- READ 566: Literacy Acquisition and Development of the Young Reader
- GMU- EDSE 557: Foundations of Language and Literacy for Diverse Learners
 - 557 D01 CRN: 42202; 557 6U1 CRN: 44138; 557 6Y1 CRN: 44137

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 5/24/2017 – 7/12/2017
Phone: 703-993-5369	Meeting Day(s): Wednesdays With additional online Blackboard work
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By Appointment	Teaching University: GMU
Office Location: 206A Finely	Other Phone:

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

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

Course Description

Examines the complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures. Emphasizes first and second language acquisition. Notes: Field Experience required.

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. 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
7. On line modules

This course will be delivered online (76% or more) using a HYBRID 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 5/23/17

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: [Add or delete options, as desire.]

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player:

<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

- Apple Quick Time Player: www.apple.com/quicktime/download/

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.

Learner Outcomes

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

1. Describe language development and emergent literacy skills
2. Describe the nature, function, and rules of language.
3. Describe disorders and deviations in language and related areas.
4. Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
5. Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
6. Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
7. Identify and implement a variety of early reading comprehension strategies
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading;
9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe 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, 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 (InTASC 1,2) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Copeland, S.R. & Keefe, E.B (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Baltimore: Paul H. Brookes Publishing

Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities*. Corwin Press

Recommended Textbooks

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

Erickson & Koppenhaver, *Children w/Disabilities: Reading & Writing the Four-Blocks Way*. Carson-Dellosa Publishing Co

Required Resources

Access to Blackboard, powerpoint and Microsoft word

Additional Readings

As assigned and 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 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 557, the required PBA is Literacy Case Study Project. 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)

The performance-based assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description.

College Wide Common Assessment (Tk20 submission required GMU only)

The college-wide common assessment for this course is the Literacy Case Study Project. See the Course Assignments section for assignment description.

Course Assignments/Fieldwork Experience

- 1. Literacy Case Study 100 points** - This is a signature assignment for our program: Using actual observations of a target student, readings from class, class lectures, and your weekly reflections and PPTs, describe your target student and their literacy history and develop a literacy plan. Write up this case study in an 8-10 page paper (minimum) using APA formatting and referencing. On the last night of class, you will present Part II The literacy plan in a final PPT presentation. **This assignment must be uploaded to Blackboard multiple times. Please see note above.**

The case study should specifically address each major component from lectures and readings. These include:

Part One: Literacy History

- Literacy experience and FAPE- barriers to literacy for your student and the impact of literacy/lack of access to literacy and literacy instruction on your student's life and educational history (5 pts.)
- Literacy and communication - the relationship between literacy and communication and how this has impacted your student's life. (5 pts.)
- A summary of your student's literacy skills using the literacy assessment framework. (5 pts.)

Part Two: Literacy Plan

- Identify a range of literacy activities you will put in place in your classroom and for your student for the next school year. (25 pts.) Use the three components described by Browder:
 - Access/engagement with a range of literature (include titles of the some of the texts you will introduce/use)

- ii. Functional reading/writing within chronologically age appropriate functional activities
 - iii. Instruction in reading and writing skills - potential vocabulary to be taught, and how you will address phonological awareness and phonics, comprehension and fluency, and writing
- b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. (20 pts.)
 - c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP. (10 pts.)
 - d. AT- What assistive technologies will you incorporate into your literacy instruction for your student? (10 pts.)

2. On-line learning modules (100 points) –

There will be a total of four (4) on-line learning modules related to course topics. These will be reading-intensive assignments with a writing/discussion component. Each will be worth up to 25 points. Submissions will show strong evidence of comprehension **and application** of key concepts contained in each set of readings, as well as integration with other skills and concepts gained across the course. Directions will be posted in Blackboard each week. **These modules comprise the online portion of this hybrid course and are intended to represent a class period.**

3. Lesson Plans: Five lesson plans at 20 points each for a total of 100 points possible

As we cover the 4 blocks of writing you will be asked to turn in 1 – 2 lesson plans per block. Each lesson plan is worth 20 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab.

4. In-Class Activities (50 points possible)

During some class sessions, we will have an in-class activity or writing assignment for which you will be awarded points contributing to your final grade. There will be a total of 5 activities. Each activity is worth 10 points. If you are not present in class when the in-class activity is completed, your grade for that day's activity will be 0. In-class activities **cannot be made up.**

5. PPT Presentation and Write up: 50 points possible

After you have written your case study, you will create a PPT (6 slide maximum) on which you will highlight the following:

1. Description of your student – 1 slide
2. Literacy History/ current level – 1 slide

3. Your literacy plan (an outline including the goal) – 1 slide
4. Your rationale for the plan 1 - slide

Your PPT will be uploaded onto BB and is worth 35 points.

During the final class session, you will have time to view your fellow students' PPTs and you will fill out a "what I learned" form detailing what you personally learned from the five (5) of your classmates PPTS. You will complete the form electronically and submit a copy via BB upload link. **The completed "what I learned" form is worth 15 points.**

Course Policies and Expectations

Attendance/Participation

Attendance.

Students are expected to attend all class sessions during the course. Because this is a hybrid class with only 8 class sessions, it is imperative that students make every effort to attend class. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc

Late Work

All assignments are due on the posted due date in the syllabus. In fairness to students who make the effort to submit their work on time, 5% of the total points for the assignment will be deducted from the assignment each day that it is late. After one week, NO POINTS will be awarded toward the assignment and the assignment will not be accepted. It is not the instructor's responsibility to remind students to submit when work is due. **Additionally it is the responsibility of the student to make sure that when work is submitted to Blackboard, it is submitted in the required format (Microsoft word or PPT).** PDF's and Notepad will **NOT** be accepted.

Please note that all late or wrongly uploaded assignments will **be graded at instructor convenience and the student forfeits the opportunity for timely feedback.

Grading Scale

93 –100% = A

90 – 92% = A-

87-89% = B+

80 – 86 % = B

70-79% = C

< 70 = 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 <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/>

Class Schedule

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

Date	Topic	Assignments due by class time on this date	Readings These should be completed prior to class.
5/24	Course overview Why literacy?	none	none
5/31	Four Blocks overview – guided reading;	-Module 1 completed	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 1 & 6 • Downing ch 1 • <i>Cunningham, Hall & Sigmon</i> Overview, Guided Reading
6/7	Sight words & vocabulary – working with words	-Guided reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 4, 5 & 7 • <i>Cunningham, Hall & Sigmon</i> Working with Words •
6/14	Phonics – working with words	-Module 2 due -Sight word lesson plan due	<ul style="list-style-type: none"> • Downing chapter 4 • <i>Copeland & Keefe</i> Chapter 9
6/21	Writing	Phonics lesson plan due	<ul style="list-style-type: none"> • <i>Article: The art of Teaching Writing</i> • <i>Copeland & Keefe</i> chapter 8 • <i>Cunningham, Hall & Sigmon</i> Writing
6/28	Self-selected reading and communication	-Module 3 due -Writing lesson plan due	<ul style="list-style-type: none"> • <i>Cunningham, Hall & Sigmon</i> Overview, self-selected reading • <i>Copeland & Keefe</i> chapter 3 • Downing chapter 2,6
7/5	Literacy across the day/ organizing your literacy instruction	-Module 4 due - Self selected reading lesson plan due	<ul style="list-style-type: none"> • <i>Copeland & Keefe</i> chapter 2 • Downing chapter 3 & 5 • <i>Copeland & Keefe</i> chapter 10,11

7/12	Case study presentations & final notes on literacy	Case study due uploaded to BB under assignments AND assessments – see note in syllabus	This will be an online class. Upload your case study to BB (twice!); Upload your PPT presentation as directed and then follow the directions <u>in the video</u> in tonight's content folder in order to get your final 50 points.
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Assessment Rubric(s): Literacy Case Study

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Learner Description CEC/IIC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate provides limited demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.</p>	<p>Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that implicitly justifies the need for the development of goals and planned instruction.</p>	<p>Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.</p>
<p>Literacy History: Literacy Experience CEC/ICC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate fails to discuss the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.</p>
<p>Literacy History: Literacy and Communication CEC/ICC Standards 5</p> <p>Candidate selects, adapts, and uses a</p>	<p>Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate provides an incomplete outline of strategies</p>	<p>Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines evidence-based instructional strategies to support and</p>	<p>Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines a clear plan for the instruction</p>

<p>repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities</p>	<p>to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p>	<p>enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p>	<p>using a range of evidence-based instructional strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p>
<p>Literacy History: Culture, Communication and Literacy</p> <p>CEC/ICC Standards 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate provides an incomplete discussion of the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.</p>	<p>Candidate discusses the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.</p>	<p>Candidate discusses several specific effects of cultural and linguistic differences (family background, native language and culture) and establishes a clear link to the growth and development as related to communication and emergent literacy for learners with moderate to severe disabilities.</p>
<p>Selection of Target Skills</p> <p>CEC/IIC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate literacy goals that accommodate the student's individualized learning needs.</p>	<p>Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing age and ability appropriate literacy goals that accommodate the student's individualized learning needs.</p>	<p>Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate literacy that accommodate the student's individualized learning needs while also integrating communication, social, and life skills with academic curricula.</p>
<p>Literature Engagement</p> <p>CEC/ICC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize</p>	<p>Candidate fails to demonstrate knowledge of the curricula and integrates limited range of literature, which may or may not include specialized materials, into the literacy instruction or does not select literature according to the characteristics of learners with moderate to severe disabilities.</p>	<p>Candidate uses knowledge of curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities.</p>	<p>Candidate uses knowledge of general and specialized curricula to integrate a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. Candidate selects literature that reflects cultural, linguistic, and gender diversity.</p>

learning for individuals with exceptionalities.			
Reading/Writing Instruction CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to develop an age-and ability-appropriate literacy instructional plan. Candidate does not specifically address the reading and writing skills within the curricula, and/or does not consider language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.	Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.	Candidate develops an age-and ability-appropriate literacy instructional plan that addresses a) specific reading and writing skills within the curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. In addition, Candidate demonstrates understanding of how to embed literacy instruction across the curricula.
Reading/Writing Instruction CEC/IIC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs. In addition, candidate describes instructional procedures, which include a plan for utilization of augmentative communication strategies and devices to facilitate communication and comprehension of instructional content.
Data Collection CEC/IIC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	Candidate provides an incomplete or partial outline for data collection within the instructional literacy plan. Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.
Assistive Technology CEC/IIC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based	Candidate fails to incorporate appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction that are specifically based on the needs of learners with moderate to severe disabilities.	Candidate incorporates appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities.	Candidate incorporates a range of appropriate low tech and high tech assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. These technology options support the

instructional strategies to advance learning of individuals with exceptionalities			student in reaching criterion for the identified literacy goals as well as improving student's behavior, independence level and/or social functioning.
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ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

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

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

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

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

VCU: www.students.vcu.edu/rg/policies/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>

Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university’s website. Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

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 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>

Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a “remote site” student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that

are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

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.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at vcms.gmu.edu. Select the category: EDSE and click on the link for the specific class session. The password for this class is 4557.

Policies and Resources Specific to GMU 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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