

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

**Fall 2020**

**Curriculum and Assessment in Severe Disabilities**

**3 – Credits**

Consortium Courses

- VCU: SEDP 533 Assessment of Individuals with Disabilities
- Radford: EDSP 664 IEP, Assessment and Program Planning for Adapted Curriculum
- NSU: SPE 613A Assessment and Evaluation
- JMU: EXED 612: Psychoeducational Assessment of Learning and Behavior Problems
- ODU: SPED 672: Curriculum and Assessment in Severe Disabilities
- GMU: EDSE 533 Curriculum and Assessment in Severe Disabilities  
[EDSE 533 DL1, CRN: 72413; Section 6U1, CRN 84646; Section 6Y1; CRN 84584]

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	<i>Please leave your full name and course site if you text or leave a voice mail.</i>	
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<b>Office Hours:</b>	Monday 8-9 pm by phone or by Zoom appointment.	
<b>Office Location:</b>	C154 Peter's Hall, Radford University	
<b>Meeting Dates:</b>	08/24/2020-11/17/2020	
<b>Meeting Time(s):</b>	4:30 pm – 7:10 pm	
<b>Meeting Day(s):</b>	Tuesdays	
<b>Meeting Location</b>	Online Join via Zoom: <a href="https://radford.zoom.us/j/91490808004">https://radford.zoom.us/j/91490808004</a> Meeting ID 91490808004 Password: 12345	
<b>Instructing University:</b>	Radford	

❖ **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

**Please note:** While there is no official prerequisite, course participants must have working knowledge of the eligibility and IEP process and the basic characteristics and needs of students with moderate and severe disabilities who require an adapted curriculum.

## **Course Description**

Develops knowledge and skills about best special education practice in assessment and evaluation, and IEP and program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum.

## **Course Overview**

This course is designed to develop or enhance knowledge and skills about best special education practice in assessment and evaluation, and IEP and program development for those preparing to teach K-12 students with disabilities in the adapted curriculum. Four major components will be addressed: Understanding the process of initial diagnosis and evaluation for establishing/maintaining eligibility for services and identifying needed supports and services; using a variety of assessment tools to create a strong foundation for the IEP; developing a meaningful IEP that includes educationally relevant functional and academic goals, and identifies needed specially designed instruction, accommodations and assistive technology; and using a variety of assessment tools to evaluate student progress for the IEP, the VAAP and other state and national assessment mandates. This is an advanced level course in the Special Education, Adapted Curriculum licensure course sequence.

## **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## **Advising Tip**

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

## **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

This course will be delivered online (76% or more) using synchronous format via Zoom. All connection information is available on 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 Sunday, August 23, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a**

**face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **Technical Requirements**

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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 will need a headset microphone for use with the Zoom web conferencing tool.
- 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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
  - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](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:**

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in and be present on camera for the entirety of all scheduled online synchronous meetings.
- 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 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 and must provide the instructor with official notification letter of allowed accommodations from the Office of Disability Services.

***Specific Expectations for Students Participating Using Web Conferencing (Zoom):***

- **Zoom Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- **Web conferencing requirements:**
  - You must have a working web camera and headset/microphone combination.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.

- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or [cehdtech@gmu.edu](mailto:cehdtech@gmu.edu). Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

## **Learner Outcomes**

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

1. Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels the student receives services under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
2. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
3. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.
4. Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the students chronological age, and the concerns and priorities expressed by family members.
5. Identify needs for assessment and curriculum development of learners who have dual exceptionalities such as being gifted or ELL and having a moderate/severe disability.

**Note:** There has been revision work with this course curriculum and some of the universities in the consortium have updated their syllabi with the following learner outcomes. By spring 2021, these will be adopted and reflected in the GMU syllabus as well.

1. Locate, read and interpret important evaluation reports, assessment data, and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels under which the student receives services, the determination of special education services, related services, and supplementary aides and services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placement decision.
2. Effectively use essential components of the assessment process – record review, interview, observation, and systematic structured interactions using task analysis and routine-based and curriculum-based assessment strategies – to gather information and describe in detail the needs and present level of functional and academic performance for a student with severe disabilities.
3. Effectively use essential components of the assessment process to gather information and determine starting points for and assess progress in instruction in reading, writing, mathematics, social studies and science for a student working in the adapted curriculum.
4. Describe the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.

5. Create and evaluate high-impact, meaningful goals for a target student with severe disabilities which enable academic learning, address educationally relevant self-care and self-management needs, enhance communication competence, and which reflect the student's chronological age, and the concerns and priorities expressed by family members and the individual.

### **Professional Standards**

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 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

### **Required Textbooks**

Arick, J., Nave, G., Hoffman, T., & Krug, D. (2004). *FACTER – Functional Assessment and Curriculum for Teaching Everyday Routines- Program Manual*. Austin, Texas: Pro-Ed, Inc.

Courtade, G. & Browder, D. (2016). *Aligning IEPs to State Standards for Students with Moderate-to-Severe Disabilities*. Wisconsin: Attainment Company.

Salvia, J., Witmer, S., & Ysseldyke, J. (2017). *Assessment in Special and Inclusive Education*. Cengage Learning.

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### **Additional Readings**

Additional readings may be posted on Blackboard.

### **Course Performance Evaluation**

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

### **VIA 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 VIA (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 VIA.

For EDSE 533, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

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

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

None

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

None

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

None

### **Updated EDSE field experience information for syllabi, Fall 2020:**

#### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

**\*Please note that due to barriers with accessing field experience placements in Fall 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.**



## Course Assignments:

### Online Introductory Discussion Board Post

There will be one on-line discussion board assignment early in the semester related to course topics and assignments. Full participation per the guidelines below will be worth up to 25 points:

1. **By Friday at 11:59 pm** of the week of the discussion, you will write and post a well thought through and concise, edited 250-350-word response to the question or subject (may earn up to 10 points).
2. Read and respond informally to your peers' postings **by Sunday at 9:00 p.m.** I expect you to read all of them, but a minimum of seven community building postings are required (may earn up to 7 points)
3. **By class time on Tuesday**, you will write and post a thoughtful 150-250-word response to *one* of your peer's full responses. Ask questions, confirm, and explore with each other. Discuss what you learned from that person, what they made you think about, and how their understandings and experiences meshed or differed from your own (may earn up to 8 points).

### Assessment History Analysis of Target Case Study Student (85 points):

You will critically examine an assessment history chart on a case study student that was developed using a process of thorough record review and interviews with family members and past teachers/support persons. The purpose of this chart was to provide an easy-to-read, all-in-one place, record of all assessment information that has been gathered about this child and which has played a role in shaping his/her educational history. Based on what you have learned about the eligibility process, evaluation components, disability determination, and IEP process/timelines, you will analyze this chart answering a series of questions and providing information on gaps in the student's history. Detailed directions will be covered in class and provided on D2L.

### Target Student Assessment Activities (25 points each, 100 points total):

You will learn how to administer and write up assessment summaries for the following four assessments. If you are currently teaching in a school and want to complete these with one of your students, you may. If you do not have a field experience through teaching employment right now, you will complete these with someone you know outside of school. This could be a family member, relative, neighbor, friend's kid, someone you know in the community, etc.

Complete the following 4 assessment activities with your target student:

- Gather information through interview to create a positive personal profile.
- Complete a Circle of Friends Assessment and Analysis – interview and interaction.
- Complete the FACTER: Assessment Phase for One Domain – a routines-based assessment involving interview and observation.
- Conduct and write up a curriculum-based assessment sample for one academic content area.

### **Reading Checks (5 points each, 40 points)**

You will complete eight reading checks throughout the semester from the Salvia, Witmer, and Ysseldyke text. You are required to complete and submit a reading check for each chapter that will entail answering a few discussion questions and defining some key terms and vocabulary.

### **Expanded narrative describing target student's Present Level of Educational and Functional Performance (PLOP) -100 points:**

You will continue to focus on the case study target student with significant disabilities that you used for the Assessment History Analysis. You will use this assessment history as well information gathered on the student through the four assigned assessment activities to complete the first part of the IEP and the student's Present Level of Academic and Functional Performance per VDOE regulations and procedures and guidelines for the IEP.

### **Final Exam (50 points)**

You will demonstrate a cumulative understanding of how the PLOP is used to develop IEP goals that are measurable, contain appropriate use of short-term objectives or benchmarks, and criteria for assessment and progress monitoring. You will write two new goals incorporating communication, self-determination and assistive technology – a self-care/self-management goal and an academic goal

### **Course Policies and Expectations**

#### **Attendance/Participation**

Since most of the classes involve activities, film clips, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance via email or phone. If you miss class, you can watch the class through the archived livestream (see below for directions). **Anyone who misses more than two classes will have their final grade for the class lowered by one letter grade. Regardless of the work produced, you cannot pass the class if you miss more than three unexcused classes.** Significant tardiness or early departure will count as an absence.

You will have the opportunity to earn up to **50 points for class participation** (approximately 4 pts per class). You must be in class and prepared, with the readings completed, to earn these points through exit slips, group work and discussions.

#### **Late Work**

There will be a penalty of two percentage points for each day an assignment is late. This is equivalent to the loss of one letter grade for assignments submitted five days after the due date. However, I will work with you if there are extenuating circumstances; you must contact me in advance of the due date to *contract* for an extension.

#### **Grading Scale**

93-100% = A	87-89% = B+	70-79% = C
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90-92% = A-	80-86% = B	< 70% = F
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\*Please note: for universities that do not support a +/- grading scale, grades will be adjusted accordingly.

You are eligible to resubmit **one assignment one time** on which you earned the grade of C or less (as long as the grade is not due to being turned in late: that is, a paper that would have been a B+ if turned in on time may not be resubmitted). The two scores will be averaged for your final grade on that assignment. You will not receive extensive feedback on your second submission.

**\*Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations. Students must also abide by the honor code of their home universities (see page 17 for links to each university’s honor code.)

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

### 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: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/).

### Class Schedule

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

Date	Topics	Readings/What's Due
<p>W 1 8/25</p>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Purpose of Assessment</li> <li>• Overview of Evaluation and Assessment</li> <li>• The Eligibility Process</li> <li>• Evaluation and Re-Evaluation requirements</li> <li>• <b>How to: Discussion Board Introductions Assignment</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <i>Essential Concepts of People First Language</i></li> <li>• Selected sections of IDEA and VA Special Education Regulations:               <ul style="list-style-type: none"> <li>• VDOE Sample Eligibility Process Forms and Disability Worksheets</li> <li>• VDOE – VA Special Education Regulations</li> </ul> </li> </ul> <p>*For those needing this background information, these documents are available in a folder in BB</p>
<p>W 2 9/1</p>	<ul style="list-style-type: none"> <li>• Evaluation and Re-Evaluation of Students with Severe Disabilities</li> <li>• Deficit-based (medical models) of assessment vs. capacity building models and their implications</li> <li>• <b>How to: Analyze a Case Study Assessment History</b></li> </ul>	<p><b>Read: (to be found in BB)</b></p> <ul style="list-style-type: none"> <li>• O'Brien, <i>Search for Capacity</i></li> <li>• Reading Assignment from Salvia, Witmer, &amp; Ysseldyke – Chapters 1 and 2</li> <li>• Description of Assessment History Assignment</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Friday, August 28:</b> Discussion #1 – Introducing Ourselves</li> <li>• <b>Sunday, August 30:</b> Brief responses to at least 7 of your classmates' postings</li> <li>• <b>Tuesday, September 1:</b> Longer response to one classmate's entry. (see assignment details on BB)</li> <li>• Reading Checks 1 and 2 (Chapters 1 and 2) (See assignment details on BB)</li> </ul>
<p>W 3 9/8</p>	<ul style="list-style-type: none"> <li>• Taking a closer look at standardized and non-standardized assessment tools</li> <li>• Overview of current methods/approaches of assessment</li> <li>• <b>Discussion:</b> Pros and cons of traditionally used tools and assessment procedures</li> </ul> <p><b>Note:</b> Review class readings as needed to make sense of the information you would be gathering for an assessment history</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Reading Assignment from Salvia, Witmer, &amp; Ysseldyke – Chapters 18 and 21</li> <li>• Definition of intellectual disability and the FAQ sheet at AAIDD - <a href="https://aaid.org/intellectual-disability/definition#.WkawdlWnHX4">https://aaid.org/intellectual-disability/definition#.WkawdlWnHX4</a></li> <li>• Professional Practice Guidelines for Assessment &amp; Identification of Students with Autism <a href="http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html">http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Reading Checks 3 and 4 (Chapters 18 and 21)</li> </ul>
<p>W 4 9/15</p>	<ul style="list-style-type: none"> <li>• What meaningful educational assessment looks like for students with significant disabilities</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>FACTER</b> - Chapter 1 and 2</li> </ul>

	<ul style="list-style-type: none"> <li>Assessment to gather information about needed academic and functional routines</li> <li>Part I – Routines-Based Assessments</li> </ul>	
<p><b>W 5</b> <b>9/22</b></p>	<ul style="list-style-type: none"> <li>Assessment to identify family and student priorities (Person-Centered Planning)</li> <li>Characteristics of IEPs with Social Validity</li> <li>Person-centered planning, Circles of support, Circle of Friends Assessment</li> </ul> <p><b>How to: Maps and Circle of Friends Developing a Positive Personal Profile</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>O’Brien and Lovett - Finding A 'Way Toward Everyday Lives The Contribution of Person Centered Planning</li> <li><a href="http://www.indetermined.org">www.indetermined.org</a> – one pager, Good Day Plan, Goal Setting and Attainment</li> </ul> <p><b>DUE: Sunday, August 27 by 11:59 p.m. - Assessment History Analysis Assignment</b></p>
<p><b>W 6</b> <b>9/29</b></p>	<ul style="list-style-type: none"> <li>Part II of Routines-Based Assessment - FACTER</li> </ul> <p><b>How to: Routines-Based Assessment</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>FACTER- Chapter 3: Detailed Procedures</li> <li>Skim the appendices and come to class with an idea of what routines you might assess</li> </ul> <p><b>DUE Sunday, October 4 - Assessment Student Activity #1</b></p>
<p><b>W 7</b> <b>10/6</b></p>	<ul style="list-style-type: none"> <li>Assessment to gather meaningful information about academic skills leading to standards- based IEPs;</li> <li>PLOP Introduction</li> <li>Making the General Curriculum Accessible for Students with Significant Disabilities</li> <li><b>How-To: Curriculum-Based Assessment (CBA)</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>TTAC Online Links and resources listed in Blackboard</li> <li>Courtade and Browder – Introduction and Chapter 1</li> <li>Downing -Determining Student Needs (on BB)</li> <li>Reading Assignment from Salvia, Witmer, &amp; Ysseldyke – Chapter 8</li> </ul> <p><b>DUE: Reading Check 5 (Chapter 8) – See assignment on BB</b></p> <p><b>DUE Sunday, : Assessment Student Activity #2</b></p>
<p><b>W 8</b> <b>10/13</b></p>	<ul style="list-style-type: none"> <li>Literacy Curriculum and Assessment w/ <ul style="list-style-type: none"> <li>Self-Determination</li> <li>Assistive Technology</li> </ul> </li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Courtade &amp; Browder - Ch. 2 and Ch. 3</li> <li>Reading Assignment from Salvia, Witmer, &amp; Ysseldyke– Chapters 15 and 17</li> <li>Links and resources in BB</li> </ul> <p><b>DUE: Reading Checks 6 and 7 (Chapters 15 and 17)</b></p>

	<ul style="list-style-type: none"> <li>• IEP goal planning to incorporate ASOLs in the inclusive classroom</li> </ul>	<b>DUE Sunday October 18: Assessment Student Activity #3</b>
<b>W 9</b>  <b>10/20</b>	<ul style="list-style-type: none"> <li>• Mathematics and Science Curriculum and Assessment w/ <ul style="list-style-type: none"> <li>• Self-Determination</li> <li>• Assistive Technology</li> </ul> </li> <li>• Using IEP Matrix</li> <li>• <b>How to: The IEP Introduction and PLOP assignment for this class</b></li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Reading Assignment from Salvia, Witmer, &amp; Ysseldyke – Chapter 16</li> </ul> <b>DUE: Reading Check 8 (Chapter 16)</b> <b>DUE Sunday October 25: Assessment Student Activity #4</b>
<b>W 10</b>  <b>10/27</b>	<ul style="list-style-type: none"> <li>• Incorporating Functional Skill Development into the Standards based curriculum</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Courtade &amp; Browder, Ch. 4</li> <li>• FACTER- Chapter 4, Instruction Phase</li> </ul>
<b>W 11</b>  <b>11/3</b>  <b>Class will not meet – Election Day</b>	<p><b>Asynchronous Class with recorded lecture and online module.</b></p> <ul style="list-style-type: none"> <li>• Developing High-Quality Individualized Education Programs</li> <li>• Making it Matter – Tying self-determination to outcome-based IEP</li> </ul>	<b>DUE Online Iris Module:</b> <a href="https://iris.peabody.vanderbilt.edu/module/iep01/">https://iris.peabody.vanderbilt.edu/module/iep01/</a>  <b>DUE Sunday November 8: IEP Introduction and PLOP for the case study student</b>
<b>W 12</b>  <b>11/10</b>	<ul style="list-style-type: none"> <li>• Using our new assessment information and expanded PLOP to develop/revise the IEP</li> <li>• Creating Targeted Goals and Objectives/Benchmarks. Teaching to the Standards</li> <li>• Practicing Alignment to State Standards Monitoring progress on the IEP</li> <li>• Burning Questions</li> </ul> <p><b>How to: Final Exam Assignment Explained</b></p>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Courtade &amp; Browder, Ch. 5- 7</li> </ul>
<b>W 13</b>  <b>11/17</b>	<ul style="list-style-type: none"> <li>• Final Exam - Creating meaningful, standards-based annual goals and objectives</li> </ul>	<b>Due: Final Exam by Friday, November 20</b>

<b>Last Class</b>	that also address student and family priorities	
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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](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/counselingservicesnclement> Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

### Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All 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>

### 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.

### Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via



archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

## Policies and Resources for GMU Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) ([titleix@gmu.edu](mailto:titleix@gmu.edu)).
- **For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<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 [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

**Appendix**

**Assessment Rubric(s)**

See Blackboard