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

Summer 2020
EDSE 637 001: Autism Across the Lifespan: Collaboration with Critical Partners
CRN: 41076, 3 – Credits

Instructor: Dr. Grace Francis	**Meeting Dates**: 04/27/2020 – 06/21/2020
Phone: 314-485-7245 (email is best)	**Meeting Day(s)**: Online
E-Mail: gfranci4@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Virtual	**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.

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

Course Description
Examines characteristics, milestones, critical issues, and areas of need for individuals with autism spectrum disorder across their lifespans. Prioritizes key features of effective collaboration and partnership. Utilizes a strengths-based problem solving perspective to frame collaboration and partnership for individuals with autism spectrum disorder across their lifespans and simulates partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder.

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.

Advising Tip
Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit http://registrar.gmu.edu/students/graduation/ for more information.

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 an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

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)

    To get a list of supported operation systems on different devices see: Tested devices and operating systemshttps://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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.
    o The following software plug-ins for PCs and Macs, respectively, are available for free download:
    o Adobe Acrobat Reader (https://get.adobe.com/reader/)
    o Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
    o Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 11:59 p.m. ET and finish on Monday 11:55 p.m. ET.
- 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 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Identify essential characteristics of family-professional partnership.
2. Identify, compare and contrast available services and supports for individuals with autism spectrum disorder to achieve academic, social, economic, and independent living skills across their lifespans.
3. Apply a strengths-based problem-solving approach when conceptualizing partnership practices with a variety of stakeholders across the lifespan of an individual with autism spectrum disorder.
4. Summarize federal legislation that mandates and supports individual and family services and partnership practices.
5. Apply Bronfenbrenner's Process-Person-Content-Time Model to differing family contexts and simulation activities to identify how schools, families, and community agencies contribute to quality of life among individuals with autism spectrum disorders across their lifespans.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, School of Education, Special Education (SOED) Program for the Autism Spectrum Disorders Graduate Certificate. This program complies with the skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include General Autism Knowledge, Instructional Programming, and Independence and Aptitude.

Required Textbooks
Boucher, J. (2017). Autism spectrum disorder: Characteristics, causes and practical issues. Sage: Thousand Oaks, CA. ISBN: 9781446295670
Hall, L. J. (2018). *Autism spectrum disorders: From theory to practice (3rd ed.)*. New York: Pearson.
LaBarbera, R. (2019). Educating students with autism spectrum disorders: Partnering with Families for Positive Outcomes. Sage: Thousand Oaks, CA. ISBN: 9781506338866

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Readings
Additional readings included 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 637, the required PBA is Lifespan Resources and Support Flowchart. 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)

Assignment	Description	Points	Due date
Lifespan Resources and Support	Identification of people and resources, services and supports throughout the lifespan of a case study individual and consider collaboration among systems	50	Module 8 by 11:55pm

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)

Assignment	Description	Points	Due date
Two Truths and a Lie: Discussion 1	Introduction activity	10	Part 1: Firday by 11:55 pm ET Parts 2 and 3: Monday by 11:55 pm ET
Introduction to Lifespan Resource and Support Assignment: Assignment 2	Review the Lifespan Resource and Support Assignment final project and note any questions	Ungraded	Monday by 11:55 pm ET
PPCT Application: Assignment 3	Identify personal characteristics and influencing structures for a target individual	20	Part 2 due Friday by 11:55 pm ET Part 3 due Monday by 11:55 pm ET

Assignment	Description	Points	Due date
Lifespan Resource and Support Assignment: Discussion 1	Use this discussion board to post any questions, concerns, or ideas you may have about the Lifespan Resources and Support Assignment Final Project	Ungraded	Optional, ongoing
Early Childhood Wiki: Assignment 1	Locate resources or strategies to support infants and toddlers with autism	20	Parts 1 & 2 due Friday by 11:55 pm ET Part 3 due Monday by 11:55 pm ET
Part 1 of Lifespan Resources and Support: Assignment 2	Identify personal characteristics of case study individual and important microsystem structures	20	Monday by 11:55 pm ET
Part 2 of Lifespan Resources and Support: Assignment 1	Identify personal characteristics of case study individual during early childhood and important exosystem structures	20	Monday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-3 Friday by 11:55 pm ET Part 4 Monday by 11:55 pm ET
Courageous Reflections Journal Entry: Assignment 1	Select and write on a given prompt	15	Monday by 11:55 pm ET
Childhood Wiki: Assignment 2	Locate resources or strategies to support children with autism	20	Parts 1 & 2 Friday by 11:55 pm ET Part 3 Monday by 11:55 pm ET
Midterm Feedback	Complete anonoymous midterm survey	10	Monday by 11:55 pm ET
Part 3 of Lifespan Resources and Support: Assignment 1	Identify childhood characteristics and important macrosystem structures	20	Monday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-3 Friday by 11:55 pm ET Part 4 Monday by 11:55 pm ET

Assignment	Description	Points	Due date
Courageous Reflections Journal Entry: Assignment 1	Select and write on a given prompt	15	Monday by 11:55 pm ET
Adolescence Wiki: Assignment 2	Locate resources or strategies to support adolescents with autism	20	Parts 1 & 2 Friday by 11:55 pm ET Part 3 Monday by 11:55 pm ET
Part 4 of Lifespan Resources and Support: Assignment 1	Identify adolescent characteristics and the adequacy of resouces you have identified	20	Monday by 11:55 pm ET
PPCT Application: Assignment 2	Identify personal characteristics and influencing structures for a target individual	20	Parts 1-4 Friday by 11:55 pm ET Part 5 Monday by 11:55 pm ET
Part 5 of Lifespan Resources and Support: Assignment 1	Identify adulthood characteristics and three collaboration strategies	20	**Thursday** by 11:55 pm ET
Courageous Reflections Journal Entry: Assignment 2	Select and write on a given prompt	15	Monday by 11:55 pm ET
Adulthood Wiki: Assignment 3	Locate resources or strategies to support adults with autism	20	Parts 1 & 2 Friday by 11:55 pm ET Part 3 Monday by 11:55 pm ET

Course Policies and Expectations

Attendance/Participation
All coursework will be online and in an Asynchronous format.

Late Work
Work is considered on time if it is submitted by 11:55pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late

submissions during the first week after the due date. ***After one week* from the due date, assignments will not be accepted.** Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Grading Scale
> 93-100% = A
> 90-92% = A-
> 87-89% = B+
> 83-86% = B
> 80-82% = B-
> 70-79% = C
> < 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (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.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

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

Module	Topics and Readings	Module Assignments
1	Foundations See Blackboard module for readings	Two Truths and a Lie Discussion Lifespan Resources and Support Assignment Final Project review PPCT Application
2	Collaborating During Early Childhood Years See Blackboard module for readings	Lifespan Resources and Support Assignment Final Project Questions and Ideas Discussion (optional) Early Childhood Wiki Lifespan Resources and Support Assignment: Case Study Description (Part 1 of the Final Project)
3	Collaborating During the Childhood Years See Blackboard module for readings	Lifespan Resources and Support Assignment: Early Childhood (Part 2 of the Final Project) PPCT Application
4	Collaborating During the Childhood Years, Continued See Blackboard module for readings	Courageous Reflections Journal Entry Childhood Wiki Midterm survey
5	Collaborating During Adolescent Years See Blackboard module for readings	Lifespan Resources and Support Assignment: Childhood (Part 3 of the Final Project) PPCT Application
6	Social Role Valorization and Adolescence See Blackboard module for readings	Courageous Reflections Journal Entry Adolescence Wiki
7	Development and Collaboration During Adulthood See Blackboard module for readings	Lifespan Resources and Support Assignment: Adulthood (Part 4 of the Final Project) PPCT Application
8	Social Role Valorization and Adulthood See Blackboard module for readings	Lifespan Resources and Support Assignment: Adulthood (Part 5 of the Final Project) Courageous Reflections Journal Entry Adulthood Wiki Final Lifespan Resources and Support Assignment TK20 assignment

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/).

GMU Policies and Resources for 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/).

- 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/).

- 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/).

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

    Campus Resources
- Support for submission of assignments to Tk20 should be directed to Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). 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/).

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 (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).

- 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/).

Appendix
Assessment Rubric(s)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Part 1 Case study description (20 points) 1.1.7S	Personal attributes that influence the development of the individual do not reflect the case study learner Important individuals and elements in the micro- and macro-systems not identified	Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified accurately reflect the case study individual A minimum of 3 important individuals/elements in the micro- exo- and macro-systems identified	Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified are richly described and accurately reflect the case study individual Four or more important individuals and elements in the micro- and macro-systems identified and richly described
Part 2 Early childhood resources, services, and supports (20 points) 1.1.4S	Two or fewer personal characteristics that influence the case study individual's development identified and described in 1-3 sentences One or fewer appropriate and available resources identified Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided) Fewer than 3-5 sentences discuss adequacy of existing resources and supports Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource	A minimum of 3 personal characteristics during age 0-3 years that influence the case study individual's development identified and described in 1-3 sentences A minimum of two appropriate and available resources identified A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided) A minimum of 3-5 sentences discuss adequacy of existing resources and supports A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual	Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences Three or more appropriate and available resources identified Five or more sentences describe the selected resources (e.g., eligibility, services provided) Five or more sentences discuss adequacy of existing resources and supports Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource
Part 3	One or fewer appropriate and	A minimum of 3 personal	Four or more personal

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Childhood resources, services, and supports (20 points) 3.4K	available resources identified Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided) Fewer than 3-5 sentences discuss adequacy of existing resources and supports Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource	characteristics during age ~4-15 years that influence the case study individual's development identified and described in 1-3 sentences A minimum of two appropriate and available resources identified A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided) A minimum of 3-5 sentences discuss adequacy of existing resources and supports A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual	characteristics that influence the case study individual's development identified and described in 2-5 sentences Three or more appropriate and available resources identified Five or more sentences describe the selected resources (e.g., eligibility, services provided) Five or more sentences discuss adequacy of existing resources and supports Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource
Part 4 Adolescence resources, services, and supports (20 points) 3.4.7S	One or fewer appropriate and available resources identified Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided) Fewer than 3-5 sentences discuss adequacy of existing resources and supports Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource	A minimum of 3 personal characteristics during age ~16-23 years that influence the case study individual's development identified and described in 1-3 sentences A minimum of two appropriate and available resources identified A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided) A minimum of 3-5 sentences discuss adequacy of existing resources and supports A minimum of 3-5 sentences	Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences Three or more appropriate and available resources identified Five or more sentences describe the selected resources (e.g., eligibility, services provided) Five or more sentences discuss adequacy of existing resources and supports Six or more sentences demonstrate how members

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual	from the individual's microsystem can partner to maximize the benefit of the resource
Part 5 Adulthood resources, services, and supports (20 points) 8.1.4S	One or fewer appropriate and available resources identified Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided) Fewer than 3-5 sentences discuss adequacy of existing resources and supports Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource	A minimum of 3 personal characteristics during age ~24 years or older that influence the case study individual's development identified and described in 1-3 sentences A minimum of two appropriate and available resources identified A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided) A minimum of 3-5 sentences discuss adequacy of existing resources and supports A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual	Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences Three or more appropriate and available resources identified Five or more sentences describe the selected resources (e.g., eligibility, services provided) Five or more sentences discuss adequacy of existing resources and supports Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource