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

Fall 2022
EDSE 467 DL1: Foundations of Language and Literacy for Individuals with Severe Disabilities
CRN: 77439, 3 – Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 8/22/22 – 12/14/22
Phone: See zoom link on Blackboard	**Meeting Day(s):** Wednesdays
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** 5 pm – 7:40 pm
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: Finley 206A Fairfax	**Other Phone:**

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 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. Field experience required.

Course Overview
EDSE 467 examines the development of literacy and language skills for individuals with and without disabilities, and focuses on how individuals learn to read and on how modifications and adaptations can provide literacy and language learning opportunities for individuals with severe disabilities. The connections between the diversity of communication styles in families and cultures, as well as first and second language acquisition, are emphasized.

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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: https://careers.gmu.edu/.

Course Delivery Method

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 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 Friday, August 19th.

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 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 GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate 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/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- 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 two times per week. **In addition, students must log-in for 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 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.
- 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 ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes
Upon completion of this course, 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 typical literacy and language acquisition, including concept of print, explicit phonics instruction, syllables, morphology and phonology, fluency, and vocabulary development.
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 including fiction and non-fiction.
9. Demonstrate knowledge of best practices and strategies in reading instruction for individuals with severe disabilities as outlined in the Virginia English Standards of Learning.

10. Demonstrate knowledge of writing strategies and conventions to support composition.
11. Demonstrate understanding of the mechanics of written expression including proficiency in understanding the stages of spelling development and the writing process.

Professional Standards
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2) and CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

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

Copeland, S.R. & Keefe, E.B (2018). *Effective Literacy Instruction for Students with Complex Support Needs*. Paul H. Brookes Publishing

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Erickson & Koppenhaver, (2007). *Children w/Disabilities: Reading & Writing the Four-Blocks Way*. Carson-Dellosa Publishing Co

Required Resources
Access to Blackboard; microphone, camera for Zoom.

Additional Readings
As assigned and posted in the *Additional Readings* folder 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 467, the required PBA is Literacy Case Study Project. 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)
> 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
(VIA submission required)
This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP). The college-wide common assessment in this course is: Lesson Planning.

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

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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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are *REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.*

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR)

paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

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

Other Assignments

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 lesson plans, 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. (see Blackboard for Detailed information about this assignment . **This assignment must be uploaded to Blackboard in the Assignment folder <u>and</u> to VIA for as a BPA and as a College –wide assessment for total of 3 uploads**

2. **Poster Presentation – 35 points:** This assignment is based upon your Literacy case study and will be uploaded to both the Blackboard Assignment folder and to the Discussion Board for a Poster Presentation Session on the last night of class.

3. **What I learned form: 15 points:** This form you will fill out on the last night of class during the poster presentation session where you will view and respond to your classmate's poster presentations.

4. **Lesson Plans: Four lesson plans at 50 points each for a total of 200 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 50 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. Graduate students, please use the *graduate student template and rubric*. Undergraduates, please use the *undergraduate template & rubric.*

5. **Midterm: 50 points possible.**
    This test will cover all of the blocks covered including knowledge of what they cover and how to apply them to our population. Questions will cover the readings, the lectures and small group discussion topics, and lesson plan feedback covered as a group.

6. **Small Group Participation: 5 points per week up to 12 weeks for a total of 60 points**
    Some weeks you will participate in a small group discussion led by the instructor. The discussion will be based upon the pre-recorded lecture that you will watch prior to class as part of your *readings*. You must also upload your completed copy of Discussion Assignment based on the lecture by 5:00 pm each week and bring a copy of your Discussion Assignment to small group for discussion. You must participate in the group session as well as upload your DISCUSSION ASSIGNMENT's to receive full points for the session. **Only 1 point may be awarded for a Discussion Assignment that is turned in if the student does not attend small group time that week. Only 1 point will be awarded if a student attends small group but does not turn in their Discussion Assignment on time for the week.**

7. **Reading Check/Blackboard Activity: 60 points (5 points per week)**
    Each week as part of class time there will be a reading quiz or other online activity posted in the weekly content folder on Blackboard. These 5 point activities will be available beginning at 5:00 Wednesday and will be due by 7:40 pm of that day. They are intended to part of your 5:00 – 7:40 pm in-class time

Assignment Summary

Assignment	Due Date	Points Possible
Guided Reading Lesson Plan	10/5 @ 5pm	50
Sight Word Lesson Plan	10/21 @ 5pm	50
Phonics Lesson Plan	10/26 @ 5pm	50
Writing Lesson Plan	11/9@ 5pm	50
Midterm	11/12@ 5pm	50
Case study	12/5 by midnight	100
Poster	11/30@ 5pm	25
What I learned Form	11/30@ 5pm	10
Small Group Participation (including DISCUSSION ASSIGNMENT & Attendance)	Weekly @ 5 points for 12 weeks @ 5pm	60
Reading Check/Blackboard Activity	Weekly @ 5 points for 12 weeks @ 7:40 pm	60
Total points possible		505

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to log in on time for their assigned small group time each week and stay for the duration of small group time.
- Only 1 point may be awarded for a Discussion Assignment that is turned in if the small group time that week is missed. Only 1 point will be awarded if a student attends small group but does not turn in their Discussion Assignment before class begins.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

Late Work

All assignments are due posted to blackboard by 5:00 PM on the dates listed in the course syllabus unless otherwise specified.

**Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.

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 the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule

Other Requirements

You must be on camera and available for discussion during assigned class time (whole group or your assigned small group). You may not switch groups. You must reserve the entirety of the class time 5:00 – 7:40 PM for class. Please note that your small groups will switch times weekly and some weeks may be whole group instruction. **Do not make other plans during class time on Wednesdays.**

Grading

100-93% = A	82-80%= B-	69-63% = D
92-90% = A-	79-77% =C+	62-60= D-
89-87% = B+	76-73% = C	< 60% = F
86-83% = B	**72-70% = C-**	

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule

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

Date	Topic	Assignments due by class time on this date	Readings & Pre-recorded Lectures These should be completed prior to class.	Small Group Assignments
8/24	Course overview Why literacy?	1. BB Activity (1): due by 7:40 pm Student Information Sheet due 7:40 pm	none	Whole group 5:00 – 7:40
8/31	Strategies in Literacy instruction / modifications	1. DISCUSSION ASSIGNMENT (1) due 5:00 PM 2. BB Activity (2) due 7:40 pm	• *Pre-recorded lectures* • *Text: Copeland & Keefe* chapter 1 • *Article: Archer & Hughes 2011 Explicit Instruction Chapter 1 (Blackboard)* • *Article Burkhart, 2018 (Blackboard)* • *Article Agran, 2011 (Blackboard)*	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
9/7	Four block overview/ lesson planning	1. DISCUSSION ASSIGNMENT (2) due 5:00 2. BB Activity (3) due 7:40 pm	• **Pre-recorded Lectures** • *Text: Cunningham, Hall & Sigmon* Overview • *Article: Ruppar, Gaffney & Dymond, 2015 (Blackboard)* • *Article: Lemons et al. 2016 (Blackboard)* •	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
9/14	Guided reading / **Teaching**	1. DISCUSSION ASSIGNMENT (3) due 5:00	• *Text: Copeland* chapter 6 , 7 • *Text: Cunningham, Hall & Sigmon* Guided Reading Block • **Pre-recorded Lectures**	Small groups – see blackboard for group and time

	comprehension strategies	2. BB Activity (4) due 7:40 pm		Complete weekly assignment in Blackboard when not in group
9/21	Guided reading **using** comprehension strategies and Assessing guided reading	1. DISCUSSION ASSIGNMENT (4) due 5:00 2. BB Activity (5) due 7:40 pm	• *Text*: *Copeland & Keefe* chapter 8, 12 • *Article*: *Morgan, Moni & Jobling*, 2009 (Blackboard) • **Pre-recorded Lectures**	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
9/28	Individual Office Hours	This is your opportunity to ask any questions you might have about what we have covered so far.	**Review texts, and videos**	**Sign up for zoom chats on the Discussion Board.**
10/5	Working with Words-Sight words	1. DISCUSSION ASSIGNMENT (5) due 5:00 2. BB Activity (6) due 7:40 pm 3. **Lesson Plan** Guided Reading 5:00 pm	4. **Text**: *Copeland Chapter 9* 5. **Text**: *Cunningham, Hall & Sigmon* : Working with Words Block 6. **Pre-recorded Lectures**	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
10/12	Working with Words phonics	1. DISCUSSION ASSIGNMENT (6) due 5:00 2. BB Activity (7) due 7:40 pm	• **Pre-recorded Lectures**	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group

10/19	Working with words phonics continued	1. Group DISCUSSION ASSIGNMENT (7) due 5:00 2. BB Activity (8) 7:40 pm **3. Lesson plan:** Working with Words – Sight words 5:00 pm	• **Pre-recorded lectures**	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
10/26	Writing	1. Group DISCUSSION ASSIGNMENT (8) due 5:00 2. BB Activity (9) due 7:40 pm 3. **Lesson plan:** Working with words Phonics 5:00pm	• **Pre-recorded Lectures** • *Text*: *Copeland* chapter 10 • **Text**: *Cunningham, Hall & Sigmon: Writing Block* • *Article*: *Calkins, 1994* (Blackboard) •	• Optional office hours 7:10 – 7:40. Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
11//2	Writing Wrap up & Self-Selected Reading	1. Group DISCUSSION ASSIGNMENT (9) due 5:00 2. BB Activity (10) 7:40 pm 3.	• *Pre*-recorded Lectures • **Text**: *Cunningham, Hall & Sigmon: Self-Selected Reading Block* 4.	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
11/09	Literacy & throughout the day & Communication and Inclusion	1. Group DISCUSSION ASSIGNMENT (10) due 5:00	• *Pre-recorded Lectures* • **Text**: *Copeland & Keefe* chapter 2, 11 •	• Optional Office Hours 7:10 – 7:40 Small groups – see blackboard for group and time

		2. BB Activity (11) 7:40 pm 3. **Lesson Plan**: Writing 5:00pm		Complete weekly assignment in Blackboard when not in group
11/16	What Good Readers Do	1. Group DISCUSSION ASSIGNMENT (11) due 5:00 2. BB Activity (12) due 7:40 pm 3. **Midterm** due by 11/12 midnight	• ***Pre-recorded Lectures*** • **Text**: *Copeland & Keefe* chapter 13, 14 •	Small groups – see blackboard for group and time Complete weekly assignment in Blackboard when not in group
11/23	No Class	**Happy Thanksgiving**		
11/30	Final Thoughts LIVE Lecture "Poster" presentations	1. **Case study Monday 12/5 @ midnight** 2. PowerPoint Poster 5:00PM *What I learned* **form** due by 7:40 pm		**Whole group** 5:00 – 5:45 **5:45 – 7:00 Individual Poster Presentations**

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Learner Description CEC/IIC Standard 1 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.	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.	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.	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.
Literacy History: Literacy Experience CEC/ICC Standard 1 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.	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.	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.	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.
Literacy History: Literacy and Communication CEC/ICC Standards 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance	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 to support and enhance communication for learners with moderate to severe disabilities	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 enhance communication for learners with moderate to severe disabilities including augmentative or	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 using a range of evidence-based instructional strategies to support and enhance communication for

learning of individuals with exceptionalities	including augmentative or assistive communication strategies or devices.	assistive communication strategies or devices.	learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.
Literacy History: Culture, Communication and Literacy

CEC/ICC Standards 1

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. | 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. | 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. | 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. |
| Selection of Target Skills
CEC/IIC Standard 3
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | 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. | 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. | 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. |
| Literature Engagement

CEC/ICC Standard 3

Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | 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. | 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. | 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. |
| Reading/Writing Instruction

CEC/IIC Standard 3

Candidate uses knowledge of general and specialized curricula to individualize learning | 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 | 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 |

for individuals with exceptionalities.	and reading comprehension and fluency.		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 instructional strategies to advance learning of individuals with exceptionalities	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 student in reaching criterion for the identified literacy goals as well as improving student's behavior, independence level and/or social functioning.