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

Summer 2024
EDPD 506 6U1: Current Issues in Adapted Curriculum
CRN: 44209; 3 – Credits

Instructor: Marci Kinas Jerome	**Meeting Dates:** 7/1/24 – 8/2/24
Phone: (703) 993-8295	**Meeting Day(s):** N/A
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Office Hours: By Appointment	**Meeting Location:** N/A; Online
Office Location: Finley Hall 205C	**Instructing University:** GMU

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
Provides opportunity for focused study on selected topics or emerging issues in special education and disability research. Course may not be applied to a degree program. Offered by School of Education. May be repeated within the term for a maximum 15 credits.

Course Overview
EDPD 506: Current Issues in Adapted Curriculum explores several, current best practices in teaching students with severe disabilities for licensed, practicing special education: adapted curriculum K-12 teachers.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Course readings and resources
4. Video and other media supports

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 @gmu.edu) and email password. The course site will be available on July 1.

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/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
> - 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.

Expectations
> - Course Week:
>   Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
> - 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.
> - 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 ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:
- Identify and discuss strategies that support their own reflective practice as a special educator.
- Identify and discuss AI integration strategies to support teaching of students with severe disabilities.
- Identify and discuss strategies for analyzing student performance and teaching patterns to support students with severe disabilities.
- Identify and discuss strategies to foster an inclusive and supportive classroom environment through autism allyship and advocacy.
- Identify and discuss strategies to support personal care and well-being for teachers of students with severe disabilities.

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 (nTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Texts
Course readings will be posted on Blackboard. Additional, supplemental materials will be provided to students.

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).

Assignments and/or Examinations

Course Activities: Students are expected to complete course activities for each module. Module activities include viewing the recorded lecture, reading provided course materials, and engaging in module discussions and other module activities.

Module 1 Discussion Board: Students are required to complete the discussion board assignment located in Module 1. Directions for the discussion board are posted on Blackboard. It is recommended that students complete the discussion board assignment by 7/7, but students must complete the assignment by 8/2 to be considered for credit.

Module Quizzes: Students are required to complete 4 quizzes within Modules 2-5 by 8/2. Students will have two opportunities to complete each quiz, with the highest score counting. Students must score at least 70% on each quiz for a satisfactory grade. Quizzes are open note, meaning students nay access course resources while completing each quiz.

Assignment Summary

Graded Assignment	Criteria
Module 1 Discussion Board	complete
Module 2 Quiz	Complete and pass with at least 70% score
Module 3 Quiz	Complete and pass with at least 70% score
Module 4 Quiz	Complete and pass with at least 70% score
Module 5 Quiz	Complete and pass with at least 70% score

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on **The Institute of Effectiveness and Planning** website at **https://oiep.gmu.edu/set/**

Course Policies and Expectations

Attendance/Participation

This class does not require any face-to-face or synchronous meetings. However, students are expected to actively engage in all course activities throughout the semester, which includes viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Late Work

All graded work must be submitted by 1:59pm on Friday, August 2 to be considered for credit. Late work will not be accepted.

Grading

This course will be graded on a pass/fail grading scale.

(P) To pass the course, students must complete all graded assignments AND earn at least 70% on each of the four required quizzes.

(F) Students who do not complete all assignments and/or earn below 70% on at least one graded quiz will receive a failing grade.

*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/policies-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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

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/).

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

Module	Topic	Activities	Graded Assessment	Suggested Due Date*
1	Introduction to reflective practice	- Readings - Recorded Lecture	Discussion Board	7/7
2	Teaching with AI	- Readings - Recorded Lecture - Discussion Board	Quiz 1	7/12
3	Next Step Teaching: Growing into Excellence	- Readings - Recorded Lecture - Discussion Board	Quiz 2	7/19
4	Autism Allyship and Advocacy	- Readings - Recorded Lecture - Discussion Board	Quiz 3	7/26
5	Teacher Well-being and Self Care	- Readings - Recorded Lecture - Discussion Board	Quiz 4	8/2

* All quizzes must be submitted by 11:59pm on 8/2 to be considered for credit

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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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/).