VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2024
Individualized Supports, 3 Credits

Consortium Courses:
- GMU: EDSE 669 Individualized Supports and Specialized Care of Students with Severe Disabilities
  - EDSE 469 D01: CRN: 74317
  - EDSE 669 DL1: CRN: 70821, EDSE 669 6U1: CRN 84068, EDSE 669 6Y1: CRN: 84094
- RU: EDSP 665 Individualized Supports and Specialized Care of Students with Significant Disabilities
- VCU: SEDP 658 Individualized Supports and Specialized Care of Students With Significant Disabilities
- ODU: SPED 678 Interdisciplinary Approaches for Children with Sensory/Motor Disabilities
- JMU: EXED 625 Medical and Technological Aspects of Working with Children with Significant Medical Needs

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 8/26/24 – 12/6/24
Phone: See *Instructor Info* on Canvas site	**Meeting Day(s):** N/A
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** N/A
Office Hours: by appointment	**Meeting Location:** N/A; Online
Office Location: Finley 206A Fairfax	**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 their LMS (Learning Management System).**

Prerequisite(s):
None

Co-requisite(s):
None

GMU Course Description
Focuses on the unique physical, sensory, communication, and health and medical needs of students with severe disabilities. Examines how these needs impact the educational program, how special education and related services are delivered, and how to design academic, functional and behavioral instruction and adaptations to meet those needs.

Course Overview
EDSE 669 provides an understanding and application of service delivery for students with severe disabilities and their unique care needs, including: the ability to identify the physical, sensory, communication, and health and medical needs of students with severe disabilities, and understand how these needs impact the educational program; and understanding of the roles and responsibilities of related services and support staff working in a collaborative setting and

the process and procedures related to initiating a related service request; and knowledge of instruction that blends and incorporates academic, functional, communication, and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.

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).

Course Delivery Method

Learning activities include the following:
1. Recorded Lecture videos
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research activities
6. Electronic supplements and activities via your LMS

This course will be delivered online (76% or more) using an asynchronous format via Canvas. You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Friday, August 23rd, 2024 by end of day.

- To access your course in **Canvas**: https://canvas.gmu.edu/login/canvas.

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 updated browsers.
  - [Canvas](#) supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to University email and the course LMS, as these are the official methods of communication for this course.

- Note that 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 Tuesday at 10:00am and finish on the following Tuesday by end of day.

- Log-in Frequency:
  Students must actively check the course LMS site and their University email for communications from the instructor, class discussions, and/or access to course materials a minimum of 2X 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 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.

Learner Outcomes

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

1. Describe the impact of the unique physical, sensory, communication, and health and medical needs of students with significant disabilities on development, academics, behavior, and social interaction and engagement.
2. Discuss the role muscle tone plays in the positioning and handling of students and familiarity with common positioning equipment used in the classroom.
3. Identify common medical diagnoses and medical terms associated with students with significant disabilities, and the specialized health care interventions that may be required.
4. Identify the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service report.
5. Read and understand evaluation reports written by medical and therapy professionals in order to understand and communicate their impact on the student's functioning in school and community settings and to determine the need for medical and related services as part of the IEP for students with severe disabilities.
6. Discuss and evaluate the range of augmentative and alternative communication devices and systems/assistive technology available for individuals with severe disabilities and identify an appropriate communication strategy or system based on the needs of the individual student.
7. Discuss typical physical and sensory development of children and apply this knowledge to develop adapted learning experiences, environments, and equipment for students with significant disabilities with atypical physical and sensory development and functioning.
8. Write educationally relevant IEP goals and objectives that address individual physical, sensory, communication, and/or medical needs and that also enhance academic success and develop lesson plans that blend and incorporate the academic, functional, communication, and behavioral goals and objectives, while integrating positioning, self-care, self-management, feeding, grooming, sensory, and toileting programs into the instructional delivery.
9. Design physical or sensory management plans that incorporate positioning and handling strategies and assistive technology.
10. Identify and use evidence-based strategies for instruction and adaptations to address physical, sensory, communication, and health and medical needs.

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 differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Texts
none

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

Required Resources
Access to Canvas and a computer for full viewing of recorded lectures.

Additional Readings
Articles as assigned and posted in each module.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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/SLL (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/SLL.

For EDSE 669, the required PBA is Physical Management Plan with Assistive Technology. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

    Performance-based Assessment
    (VIA submission required)

The performance-based VIA assignment is the Physical Management Plan with Assistive Technology. Please refer to *course assignments* for assignment details.

College Wide Common Assessment
(VIA submission required)
None

Course Assignments

- Physical Management Plan: (100 points).
  For this assignment, students will select one of the case study students who has a severe or multiple disabilities including physical, sensory and/or medical needs. Students will
  1. Write a detailed description of this student by gathering information from the case study packet and from careful observation of video footage.
  2. Determine a functional goal for this individual.
  3. Describe the type of Assistive technology needed to support this goal and how it will be used by the individual.
  4. Establish how the laws and case laws support these individuals' rights to the educational opportunities that will allow them to obtain this goal.
  5. Describe a how this functional goal will improve this student's ability to participate across environments and in the educational opportunities presented to them.
- Weekly Modules (13 modules x 30 points each = 390 points)
  Each week on Tuesday morning at 10:00 am a new module will open. Each module will consist of recorded lectures, readings and graded activities to complete.
  Undergraduate Students: Some activities within the modules have been differentiated for students enrolled in EDSE 469.

- Research Review and Analysis: (100 points)
  Graduate students: Conduct a research review in which you locate at least three academic research articles pertaining to the instructional or educational issues relating to students who have physical and/or sensory disabilities who also have significant intellectual disabilities and complete a research review template.
  Undergraduate students: Select two articles from a choice of five articles pertaining to the instruction or educational issues relating to students who have physical and/or sensory disabilities who also have significant intellectual disabilities and complete a research review template.

Assignment Summary

Assignment	Due Date	Points
Weekly Module 1-13	Each week on ==Tuesday== 10 AM	390
Research Review Analysis	==FRIDAY== – September 27th end of day	100 points
Case Study	==Tuesday== December 3 end of day	100 points
Total Points:		590 points

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 LMS 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

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in *Learning Modules* is specifically outlined in Weekly *Learning Modules* within the Other Assignments section of the syllabus.

Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor. Please note that Canvas keeps track of student engagement metrics.

Late Work

Please note that assignment links close once the due date has passed. If you are late turning in your work, you must email me. You will have a week to complete each module. Do not wait until the last day.

==Any work turned in blank or in in a format that cannot be read will be counted as a 0. So please double check before you upload. All text submission should be uploaded in MS word. Do not send google links or google docs.==

In fairness to students who make the effort to submit assignments on time, there will be progressive cost reduction per day for late work within each learning module. Work that is submitted one day late will receive a 20% cost reduction, work that is submitted two days late will receive a 30% cost reduction, and work that is submitted 3 days late will receive a 50% cost reduction. After three days past due, students will receive a 0 for any missing work within that learning module.

One-time Extension: The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to request a one-time extension that they can apply to **one** Weekly Learning Module (Modules 1-13 only). Students must request the extension by completing the *One time Extension Request* found on Canvas <u>prior</u> to the original due date; requests made after 11:59pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received the extension; it will be automatic as long as it is the first request. The deadline for extended work will be <u>Saturday at midnight instead of the specified Tuesday</u> at 11:59pm for the specific learning module. All extensions will be tracked in the Canvas gradebook.

Note: All late work will go to the end of the grading pile and may not be returned until the end of the semester and without feedback.

Grading

Graduate:

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

Undergraduate:

93-100% = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	80-86% = B	74-76% = C	< 60% = F
		70-73% = C-	

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See Academic Standards (http://academicstandards.gmu.edu/) and GMU Catalog - Academic Standards (https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See Student Guide (https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information

Generative AI (GenAI) tools have limitations: they can hallucinate (create incorrect statements and provide fake citations), create inaccurate code, and provide offensive images or examples. They have been trained on limited sources that may contain biases and create biased output. The use of these tools creates other ethical quandaries: the algorithms rely on work done by other humans and do not give credit to their sources, and the algorithm adjustments are often completed by workers who may not be fully compensated for their labor and emotional stress. Lastly, reliance on these tools may stifle your own creativity and impede the learning process. Your decision to use Generative-AI tools should always consider these limitations.

If you do not understand what you are asking the AI generator to write, then you will not understand what it wrote and whether what it wrote is correct. Be advised.

Who owns the right to materials used with GenAI tools — including original student work submitted to a GenAI program—is currently unclear. If you do not wish to risk (or give up) the rights to your intellectual property, you should consult your instructor

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students

are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (https://cehd.gmu.edu/about/culture/)

Class Schedule

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

Module	Module Available*	Module Topic	Module Due**	Additional Assignments Due**
0	Monday Friday August 23	• Course Overview and Information. This module MUST be completed before you have access to module 1	Tuesday Sept. 3 by End of day	
1	Tuesday Aug 27 by 10 am	• Course Overview • Quality of Life and Attitudes	Tuesday Sept. 3rd by End of day	
2	Tuesday Sept 3 by 10 am	• Reading, Analyzing and Using Research	Tuesday Sept 10th by end of day	
3	Tuesday Sept 10th by 10 am	• Motor development and common medical terminology.	Tuesday Sept 17th by end of day	
4	Tuesday Sept 17th by 10 am	• Muscle tone • Primary Reflexes & Postural Adjustment	Tuesday Sept 24th by end of day	
5	Tuesday Sept 24th by 10 AM	• Positioning equipment & models (MOVE & Conductive education)	Tuesday Oct 1st by end of day	Research Analysis due FRIDAY Sept 27th by midnight.
6	Tuesday Oct 1st @ 10 am	• Adaptations in the classroom	Tuesday Oct 8th by end of day	
7	Tuesday Oct 8th by 10 am	• Therapeutic Feeding and AT	Tuesday Oct 15th end of day	
8	Tuesday Oct 15th by 10 AM	• Sensory integration, Autism and SIB	Tuesday Oct 22nd by end of day	
9	Tuesday Oct 22 by 10 AM	• communication	Tuesday Oct 29 by end of day	
10	Tuesday Oct 29th by 10AM	• The Law & Abuse	Tuesday Nov 5th by end of day	
11	Tuesday Nov 5th by 10 AM	• Writing IEP goals for self-care & Working with Related Service Providers	Tuesday Nov 12th by end of day	

| 12 | Tuesday Nov 12th by 10 PM | • Independent living and Family partnerships | Tuesday Nov 19th by end of day | |
| 13 | Tuesday Nov 17 by 10 AM | • Reflect, explore, expand
• | Friday Nov 13 by 10 PM | Case study due by Tuesday December 3rd. |

Adapted Consortium Syllabus Statements and Policies

Honor Code

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

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

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

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/counselingservices

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu under the COURSES tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at https://password.gmu.edu

GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: http://masonlive2.gmu.edu/instructions.cfm and directions for forwarding your mail are located at: http://masonlive2.gmu.edu/tutorials/forwardemail.cfm

Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Policies and Resources for GMU Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/).

- 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 your LMS should be directed to:

    o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

    o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

    o TimelyCare: https://caps.gmu.edu/timelycare-services/

    o Writing Center: https://writingcenter.gmu.edu/

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her for myself and you may address me as Dr./Prof. Ainsworth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in

violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s): Physical Management Plan with Assistive Technology

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student's physical, sensory, medical and academic needs, and levels of support. Candidate provides a limited discussion of the educational impact of the student'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 student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of the student'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 student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of student's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a student with severe exceptional learning needs. Candidate provides an extensive discussion of the educational impact of the student's exceptionality that clearly justifies the need for the development of functional goals and planned instruction.
Relationship to IEP CEC/IIC Standard 6	Candidate provides an incomplete description of specific supports and services available to the target student and fails to establish a clear link between laws, policies, and rights and the provision of specialized health care to meet the medical needs of the student with severe exceptional learning needs.	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description includes specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical,	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description is thorough and comprehensive and includes a range of specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.

		sensory, and/or medical needs.	
Functional Goal CEC/IIC Standard 5	Candidate develops an instructional goal that is not age or ability related and/or does not target appropriate self-care or self-management skills based on the physical, sensory, and/or medical needs of students with severe exceptional learning needs. Candidate's use of functional assessment data to inform functional assessment goals is limited.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals. Candidate develops a functional goal which is designed to enhancing functioning across multiple environments.
Assessment Plan CEC/IIC Standards 4 & 5	Candidate provides an incomplete or partial outline of procedures for obtaining functional assessment data in a variety of environments. Candidate fails to describe an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate fails to describe methods of maintaining records and does not outline a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate selects, adapts, and modifies assessment procedures including individual response methods to meet the unique abilities and needs of individuals with severe exceptional learning needs. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.
Instructional Procedures CEC/IIC Standard 5	Candidate fails to select and adapt instructional strategies and materials which incorporate evidence-based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides an incomplete description of a variety of accommodations and/or modifications which fails to demonstrate how these learners with severe exceptional learning needs	Candidate selects and adapts instructional strategies and materials which incorporate evidence-based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs	Candidate selects and adapts instructional strategies and materials which incorporate evidence-based practices validated for the characteristics of learners with severe exceptional learning needs that are responsive to the student's cultural, linguistic, and gender differences. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes

	will receive access to the curriculum. Candidate fails to describe strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate fails to describe appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.
Assistive Technology CEC/IIC Standard 3 and 5	Candidate fails to incorporate appropriate assistive technology devices, tools and/or strategies that are specifically related to the instructional plan and/or based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates appropriate assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates a range of appropriate low tech and high-tech assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs. These technology options support the student in reaching criterion for the identified functional goal as well as improving student's behavior, independence level and/or social functioning.