

The George Washington University

*Early Childhood Special Education
Master's Degree Program*



Student Handbook

2008-2009

FREQUENTLY ASKED QUESTIONS

When do I have to take the Praxis Examinations?

You must take the Praxis I during your first semester in the program. Scores should be submitted to the Student Services Representative in the Admissions and Student Services Office (tpserep@gwu.edu). The Praxis II should be taken in the Spring or Summer of your final year in the program. Both exams are required to graduate.

Are there required program activities?

The ECSE Program sponsors occasional activities for students throughout the year. All students are invited to attend. Students who receive ITAP funding are required to attend the Annual Networking Conference in May or June of each year. The date for the conference will be shared with students as soon as possible to facilitate their planning.

Who do I ask if I have questions about registration?

Mary Kadlec, the DTPSE Student Services Representation at tpserep@gwu.edu can help with registration questions.

Who do I ask about tuition support from a funded project?

Karin Spencer at kspencer@gwu.edu or Jennifer Chen at jwchen@gwmail.edu can address your questions about ITAP tuition awards. Literacy Cooperative students can contact Kate Tindle at ktindle@gwu.edu.

How and when do I register for the Comprehensive Examination?

Review your Program Plan to see whether the comp exam or a portfolio defense is a requirement for you. You do not need to register for the portfolio defense. Complete an Application to Sit for Comprehensive Exams to the Dean's Office. The application can be found at <http://gsehd.gwu.edu/Comprehensive+Exams>. Watch for the deadline to submit the application. If you miss the deadline, you cannot take the exam until the following semester. In order to be cleared to sit for the comprehensive examination, you must have completed all of your coursework or be in the last semester of coursework and have no Incompletes ("I") in In Progress Grades ("IPG") on your record.

What if I take courses that are different from those listed on my Program Plan?

Your program plan was sent to you with your letter of acceptance. The courses listed your program plan must be completed in order for you to graduate. If you have taken any courses that are not listed on your official program plan, you must request that your advisor submit a Program Plan Change Form.

How do I register to graduate?

You must register for graduation in the semester in which you will complete your program by submitting an Application for Graduation to the Dean's Office. You must register whether or not you take part in the GW Commencement. Do this early in the semester so you do not miss the deadline.

What is a Benchmark Assessment?

Benchmark Assessments are given in several ECSE courses: 243/260-Assessment Report, 261-Activity Plan, 266-Case Study, and 290-FBA & BIP. These assessments require students to apply many components of their learning in the course. A student must pass the benchmark assessment before he/she can register for the following semester.

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The George Washington University Graduate School of Education and Human Development

Mission Statement

The George Washington University Graduate School of Education and Human Development prepares professionals to provide leadership in education, work, and community settings through the establishment of quality programs for diverse students and clients. The School is committed to: educating professionals who value and facilitate societal and institutional change; supporting continuous involvement in education, work, and community settings; engagement in research and scholarship, and the pursuit of continuous improvement within the School.

Principles for Guiding the Development of GSEHD

1. The learning experiences offered by GSEHD provide models for exemplary practice and research. Program design and implementation emphasize high ethical standards, critical inquiry, collegiality, and a problem-solving orientation.
2. Program design and practice in GSEHD are closely linked to the life and professional experiences of our students. Their individuality and diversity are the core of our enterprise.
3. Program design and implementation in GSEHD are informed by changing policy and practice in professional work settings and are built upon best knowledge available in theory, research and practice.

Bridging Concepts

The bridging concepts between the School, the Department and the Program are Community Service, Research and Scholarship, Reflective Practice, and Educational Leadership.



Department of Teacher Preparation and Special Education

Mission Statement

It is the mission of the Department to offer programs of excellence and innovation that are interdisciplinary and research-based. The cornerstone of each professional training program is the continuous tie between theory and practice that occurs within the context of direct service settings. Professionals at the graduate level are prepared for participation in the rapidly changing cultures of America's schools, children, families and communities. Graduates are prepared for interdisciplinary roles in direct service, educational intervention, policy and leadership. Programs are designed to meet the advanced scholarship needs of individuals seeking advanced degrees or career changes.

Viewing itself as part of a larger multi-cultural community, the Department includes in its mission the communication and exchange of knowledge and practice in education within the United States as well as the international community of nations.

Early Childhood Special Education Program

Mission Statement

It is the mission of the program to provide high quality pre-service and in-service training in infant and early childhood special education for professionals who will serve children birth through eight years of age with special needs and their families. The following core values guide the training: (1) all individuals should be respected and nurtured; (2) change is a purposeful and continuous process; (3) learning is a reflective life long process; (4) education can make a positive difference.

Program Philosophy

- 1) We believe that all children and families are entitled to highly-trained, clinically-prepared professionals who can provide services and supports to enable them to live quality lives.
- 2) We believe that the period of infancy and early childhood is a critical period of growth and development.
- 3) We believe that each child and family is unique.
- 4) We believe that the developing child must be viewed within the context of family, culture, community and society.
- 5) We believe that children with special needs are entitled to equal rights, opportunities, and access to services.
- 6) We believe that early intervention and education can make a difference in the lives of children and families.

Program Goals

- 1) Prepare professionals who possess a broad understanding of human development as a universal, dynamic and interactive process.
- 2) Prepare professionals who will use individually, developmentally, and culturally appropriate strategies to meet the needs of infants and young children at risk for or with developmental delays or disabilities.
- 3) Prepare professionals as active learners who are sensitive and responsive to the diverse needs of all children and families.
- 4) Prepare professionals to work as leaders and change agents within systems in collaborative relationships with families, other professionals, and community agencies.
- 5) Prepare professionals to be strong advocates for themselves and the children and families they serve.

ECSE Faculty and Staff

Michael Castleberry, Ed.D., Professor, Director, Early Childhood Special Education Program; Principal Investigator, DC Teaching Fellows Program. 202-994-1510, castle@gwu.edu.

Jennifer Chen, M.A., Research Assistant, Infant, Toddler and Preschool (ITAP) Training Project, 202 994-1175, jwchen@gwu.edu.

Alyssia James, Ed.D., Adjunct Assistant Professor; Early Childhood Special Education, Project Director, DC Fellows Project, alyssiaj@gwu.edu.

Marian Jarrett, Ed.D; Associate Professor. Early Childhood Special Education Lead Faculty; Principal Investigator, Infant, Toddler and Preschool (ITAP) Training Project. 202-994-1509, mjarrett@gwu.edu

Karin Spencer, M.A., Adjunct Instructor, Early Childhood Special Education; Project Director, Infant, Toddler and Preschool Training (ITAP) Project, 202 994-3724, kspencer@gwu.edu.

Jay Shotel, Ed.D., Professor, Early Childhood Special Education; Co-Principal Investigator, Literacy Cooperative Project. 202 994-5641, jshotel@gwu.edu.

Adjunct Faculty

Holly Blum, M.A., Adjunct Assistant Professor, Early Childhood Special Education, hvirgo@earthlink.net.

Renna Jordan, Ed.D., Adjunct Assistant Professor, Early Childhood Special Education, rcjordan@gwu.edu.

Carri Stoltz, M.A., Adjunct Assistant Professor, Early Childhood Special Education,
carristoltz@gmail.com.

Chris Wallin, Ed.D., Adjunct Assistant Professor, Early Childhood Special Education,
cwallin@gwu.edu

The Graduate School of Education and Human Development

<http://gsehd.gwu.edu>

GSEHD Dean: Dr. Mary Futrell, 202-994-6161/ mfutrell@gwu.edu

Associate Dean for Academic Affairs: Dr. Janet Heddesheimer, 202-994-3688/
heddesh@gwu.edu

The GSEHD Office of Admissions: 2136 G Street, N.W. Washington, DC 20052, 202-994-6160

GSEHD Admissions Director: Sarah Lang, 202-994-1447/ slang@gwu.edu

DTPSE Chair: Dr. Curtis Pyke, 202 994-4516, cpyke@gwu.edu

Executive Assistant to Chair: Jackie Windfeldt, 202-994-1541, jaw@gwu.edu

DTPSE Office Supervisor: Irene Winston, 202-994-1527, iwinston@gwu.edu

DTPSE Student Services Representative: Mary Kadlec, 202-994-1450,
tpserep@gwu.edu

DTPSE Office of Laboratory Experience (OLE), Dr. Patricia Tate, ptate@gwu.edu,
202 994-1542 and Suzy Wise, OLE Executive Assistant, ole@gwu.edu, 202-994-6166

The George Washington University www.gwu.edu

GWU General Information: 202-994-1000

GWU Bookstore: 202-994-6870

Adverse Weather Line: 202-994-5050

GWU Office of the Registrar: 202-994-4900

GWU Student Accounts: 202-994-7350

GWU Parking Office: 202-994-PARK

Student Disabilities Services: 202-994-8250

General Program Information

The master's program in early childhood special education provides core and specialty coursework integrated with field experiences designed to prepare highly competent and committed professionals for a broad range of educational and leadership roles in the field of special education and related services.

Course and Program Descriptions

General descriptions of all graduate level courses offered by The George Washington University are included in the Graduate School Bulletin. These books are available through the Registrar's Office in Rice Hall or the GSEHD Office of Admissions and Student Services.

Early Childhood Special Education

The Early Childhood Special Education Program prepares educators in the areas of development of infants and young children, identification and assessment procedures, and clinical teaching and alternative models of service for children with or at risk for disabilities. The program prepares students for interdisciplinary work with children aged birth through eight. Learning competencies are located in Appendix A.

Infant Special Education Concentration

The Infant Special Education Concentration within the Early Childhood Special Education Master's Program is designed to prepare professionals to serve the needs of infants and toddlers, birth to three, with or at risk for disabilities and their families. The course of study prepares students to perform direct service, administrative, consultative, and research roles in educational settings, health care and human services, developmental assessment clinics, childcare centers, and advocacy organizations.

Faculty Advisor

The student's faculty advisor is listed on the Program Plan received from the GSEHD Office of Admissions and Student Services. Students should consult with their advisor in person, by telephone or email each semester before registering for courses. Other program faculty may advise students about coursework and field placements, but students should confirm all program decisions with their advisor.

Students should review their Program Plan with their advisor at the beginning of their program and upon completion of 24 credit hours. All Incomplete or In Progress coursework must be completed in accordance with agreements made between the student and the individual professor. After one year, an incomplete grade will be recorded as an "F" by the University. Students with Incomplete and In Progress course grades cannot take the comprehensive examination or graduate until their coursework is completed.

APA Style for Written Assignments.

Written assignments are expected to be done according to APA style rules provided in the *Publication Manual of the American Psychological Association*. This book is available in the GW Library and Bookstore. An abbreviated APA Guide is given to students at the Fall Meeting.

Registration

Students can register for classes on GWeb at (<http://gweb.gwu.edu>). If assistance is needed and the student is hearing impaired, they can call the Registration TDD at (202) 994-4883) from 8 a.m. to 5 p.m, Monday through Friday.

Students may also register for classes by completing a Registration Transaction Form. This process takes more time, but is sometimes necessary when a student must drop/add a course or register late. These forms can be picked up at the front desk of the GSEHD Building or in the 4th Floor DTPSE office. Students must have the signature of either the course instructor or their advisor when dropping and/or adding a course.

Early Childhood Special Education Email Policy

The George Washington University e-mail system is the official electronic mail system for distributing program and course-related communications, policies, announcements and other information. In addition, the University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (on-line courses, library resources, etc.) Therefore, each student must have and use a GW email address.

Academic Integrity

All examinations, papers, and other graded work products and assignments are to be completed in conformance with The George Washington University Code of Academic Integrity. The code is in the appendix of this handbook and may be found at <http://www.gwu.edu/~integrity/code.html>.

Program Services and Resources

Early Childhood Special Education Library

Resource books and journals are located in Dr. Jarrett's office, Room 425 in the GSEHD building, and outside of her office on the white shelves. Curriculum resources are in the 4th floor conference room in 2139 G St. Students must sign out books and journals on the clipboard on the library shelf in Dr. Jarrett's office or leave her a note indicating what has been checked out.

Job Opportunities

An orange Job Folder is located outside Dr. Jarrett's Office, Room 425. This folder is continually updated with new job openings in the field of early intervention and early childhood special education.

Early Childhood Special Education Student Activities

Throughout the year, the ECSE program will have activities for students, such as making teaching materials or getting together for a social time. If you, as a student, would like to help plan these activities, please contact Karin Spencer.

Annual Networking Conference

A Networking Conference is scheduled in May or June each year. A professional development speaker presents on topics of interest to students and professionals. Students present action research projects completed during their internship at a poster session. Students funded by the ITAP grant are required to attend the conference. All students are invited and urged to attend.

GSEHD Computer Lab

A computer lab is located in the Room 103 of the GSEHD building. Students can access the internet and work on assignments, but cannot print in the lab. Students have access to the lab during the day unless a class session is scheduled in the lab.

Office of Laboratory Experience (OLE)

The Office of Laboratory Experiences (OLE) provides practicum, internship and teacher certification support services for students. The OLE is located in the GSEHD building, room 401. Suzy Wise, OLE Executive Assistant (202-994-6166)/ swise@gwu.edu is available to answer your questions and assist you. Dr. Patricia Tate, OLE Director, can be contacted at 202.994.1542 or at ptate@gwu.edu if further assistance is required.

Practicum and internship placements are made by a University Supervisor in Sped 261-Practicum and SPED 292/3-Internship. Paperwork is processed through OLE and

submitted to the various school districts. GW and school system forms can be found on the OLE website. The ECSE Student Handbook and Internship Handbook are also on the OLE website.

OLE is instrumental at the end of a student's program in facilitating application for licensure/certification. OLE provides Praxis information and has the licensure requirements of each of the fifty states. OLE staff attends a session of the internship seminar to answer questions regarding Praxis testing and licensure requirements in the school districts of D.C., Maryland and Virginia. OLE is the office to which students should submit internship verification forms when they apply for state teacher licensure after graduation. OLE can be contacted directly for help by individual students at any time.

ECSE Field Experiences

Direct experience in the field is a major component of the Early Childhood Special Education Program. Students have two field-based experiences, each with an accompanying seminar. The practicum is a one-day-a-week experience completed at the beginning of the program. The internship is a four-day-a-week experience completed at the end of the program. During the Practicum and Internship seminar, each student will receive a handbook that delineates the requirements and components of the practicum and internship.

All fieldwork experiences must be planned through the Early Childhood Special Education (ECSE) Program university supervisor. Students will be placed at sites based on their needs and experience. All placement decisions are made by the instructor of Sped 261 or 292/3 in consultation with the faculty advisor. Students must complete forms from the Office of Laboratory Experience the semester before their internship. Nine credits of the 39-credit master's degree program is earned through field experiences.

Special Education 261 Practicum: Methods and Materials for Young Exceptional Children (3 credits)

This course is offered at the beginning of the student's program and explores curriculum materials and methods for working with young children and their families. This is the student's first exposure to the continuum of intervention and special education services for young children and families. The course has a theoretical, university-based weekly seminar and a field-based practicum experience. Each student is required to spend 75 hours during the semester working directly with young children and families under the guidance of an on-site supervisor. The university supervisor provides scheduled on-site observation and feedback. The practicum placement depends on the interests, background and needs of the individual student.

Special Education 292 Internship: Teaching Young Children with Disabilities (6 credits)

Special Education 293 Internship: Early Intervention (6 credits)

The internship is offered near the end of a student's program and is designed to be both an integrative and a culminating experience of the master's program. The internship is an opportunity for students to synthesize and integrate the program content and relate theoretical constructs to the realities of the field. Each internship is an individualized experience with placement determined by the student's identified needs and priorities. Students should not contact a program about placement without talking first to their University Supervisor. Students who are funded by the ITAP Project should register for 3 credits on-campus in the Spring semester and 3 credits off-campus in the Summer semester. They must have a minimum of 350 hours during the internship.

The internship prepares students to assume the multitude of responsibilities of the special educator who works with infants, young children, and their families in a variety of settings. Each student is required to spend four days a week at the internship site working directly with young children and families. Students also attend a weekly seminar. The university supervisor visits each intern regularly, observing student performance and providing individualized feedback. The site supervisor mentors the student throughout the internship and gives summative feedback on student performance at the completion of the internship experience.

On-the-Job Field Experience

If students wish to use their job site for a portion of their practicum or internship, they must complete an approval process with OLE and their advisor. Approval is based on the student's training and needs and must be agreed to by the University Supervisor and Site Supervisor/employer. The experience must include learning experiences that are different from current job responsibilities and must be with children of the age group required by the student's program.

University Supervisor

The University Supervisor schedules regular observations throughout the semester to observe students interacting with children and /or families at their internship site. She/he meets with the student following the observation for a reflective supervisory session.

Site Supervisor

The Site Supervisor provides daily supervision to the intern. The Site Supervisor must have a master's degree or higher in special education or a related field and experience in early intervention and/or early childhood special education.

Student Responsibilities for the Internship

At the beginning of the internship, students develop a contractual agreement in collaboration with the Site Supervisor and University Supervisor that delineates the parameters of the individual student's internship experience. It is recommended that students have a series of graduated, incremental instructional experiences that assist in developing their competencies as infant/early childhood professionals. As the internship progresses, the goal for the student is to assume a progressively increasing amount of

responsibility for interventions. By the end of the semester, students should have assumed complete responsibilities for some or all educational interventions. Specific responsibilities are negotiated by the student, the University Supervisor and the Site Supervisor as the field placement contract is developed.

Professional Portfolio

Students in the Early Childhood Special Education Program are required to develop and present an electronic professional portfolio at the end of their program. This portfolio is a representative group of documents that provides evidence of a student's knowledge, attitudes, beliefs and skills. It is a work in progress that reflects the evolution and refinement of professional and personal development.

For students with a birth to five focus, the portfolio is the means by which students demonstrate competence in all curricular areas. The professional portfolio must be defended before a panel of faculty during the last semester of the student's program. Birth to five students must pass the portfolio review and defense in lieu of satisfactory completion of a comprehensive examination.

Early Childhood Special Education students with a 3 to 8 focus must take a comprehensive examination as well as complete a professional portfolio. In the Early Childhood Special Education Program, each student creates a portfolio that is individualized based on the talents of the student. The portfolio is presented to faculty at the end of the internship. Guidelines for portfolio development and defense are in the *Early Childhood Special Education Portfolio Handbook*, which is distributed in the Practicum (Sped 261).

Stages of Portfolio Development

Portfolio development begins at the beginning of the student's program and is integrated in coursework throughout the program. In the initial phase, students develop their professional philosophy and begin collecting material that represents him/her as a developing professional.

The final phase of portfolio development occurs during the internship (SPED 292/3). Students develop a professional resume and select evidence or artifacts that reflect and document their growth during the program. Students work with faculty individually and in collaborative groups as they integrate their graduate coursework, field experiences and related employment into a professional document. Many students subsequently use portions of their portfolio when interviewing for a job.

Graduation Procedures

Registration for Comprehensive Examinations/ Portfolio Defense

The Comprehensive Examination is a three-hour examination given near the end the semester. Test questions are prepared by the academic advisor and cover a range of topics requiring the student to synthesize and apply knowledge gained throughout their program. Students should contact their internship instructor or academic advisor to obtain guidance in preparing for the Comprehensive Examination.

In order to be cleared to sit for the comprehensive examination, students must have completed all of coursework or be in the last semester of coursework and have no Incompletes (“I”) or In Progress Grades (“IPG”) on their record.

Students must submit an Application to Sit for Comprehensive Exams to the Dean’s Office. The application can be found at <http://gsehd.gwu.edu/Comprehensive+Exams>. If students miss the deadline, they cannot take the exam until the following semester. There are no exceptions to this rule. If students need to take the exam on an alternate date than the one GSEHD schedules, they must register for a special sitting at the time they register to take the comprehensive exam. Students cannot request a special sitting after they have registered.

Students should review their Program Plan to see whether the comp exam is a requirement. Students in the Infant Special Education Concentration or the Birth to Five focus area of the Early Childhood Special Education Program are not required to take a comprehensive examination. These students defend a Professional Portfolio. They do not need to register for the portfolio defense, but should ensure that the ECSE Lead Faculty member knows to schedule them for the defense.

Changes to the Student’s Program Plan

The student’s program plan was sent with your letter of acceptance. The courses listed on the program plan must be completed in order for the student to graduate. Students should view their unofficial transcript (<https://banweb.gwu.edu/>) and compare the courses they have taken to what is listed on their official program plan issued by the Dean’s Office. If they have taken any courses that are not listed on the official program plan, they must request that their advisor submit a Program Plan Change Form.

Eligibility for Licensure

Early Childhood Special Education students must take the Praxis I examination during their first semester in the program and the Praxis II Education of Young Children examination, required by the District of Columbia, before they graduate. It is important that students designate GWU as a recipient of their test scores when they take the Praxis Exams because students will not be cleared for graduation until GW has received a copy of their scores. Be aware that it takes several weeks for test scores to be reported.

Students who want to work in a school system other than the District of Columbia should learn the Praxis test required by that system. Graduates working in elementary schools also may need to take an additional test.

Registration for Graduation

You must be enrolled during the semester you intend to graduate. If you have completed all required coursework but have not taken your comprehensive exam/defended your portfolio or completed Praxis II, you must register for Continuous Enrollment.

You must register for graduation in the semester in which you will complete your program by submitting an Application for Graduation to the Dean's Office. You must register whether or not you take part in the GW Commencement. Do this early in the semester so you do not miss the deadline.

The Graduation Application is available only on-line at www.gwu.edu/~regweb. The Registrar's Office charges a \$35 late fee for any graduation application submitted after the published deadlines. The **deadlines are published** in the Schedule of Classes, the GW Bulletin and the GSEHD Graduate Student Handbook.

Master's students who need no more than nine (9) credit hours to complete their degree requirements may participate in May commencement ceremonies if there is a reasonable expectation that they will be able to obtain the needed credits during the following summer. The maximum of nine credit hours is firm and not subject to petition. Summer graduates who elect to attend the preceding May ceremony must apply for graduation by the Spring graduation deadline.

All questions regarding graduation can be directed to Mary Kadlec at 202-994-1450 or tpserrep@gwu.edu. Students also should contact Ms. Kadlec after graduation with questions about transcripts and other graduation related issues. Detailed information on graduation and other topics can be found on the GSEHD website under Student Services.

The Graduate School of Education and Human Development (GSEHD) has its own ceremony for graduating students. Information about the ceremony will be on the GSEHD website each Spring including fees and deadlines. The GSEHD ceremony traditionally is held in Lisner Auditorium on the Saturday morning before The George Washington University Sunday graduation. Students' names are called individually and students walk across the stage and are presented with their degree. Family and friends are welcome, but the number of tickets available for each student is limited.

Caps and gowns must be ordered from the university bookstore by the published deadline. There is a rental fee for these in addition to the graduation fee.

Course of Study

Early Childhood Special Education

The 39-credit hour program includes training across the age span of young children from three to eight years of age in typical and atypical development, formal assessment, interdisciplinary theory, family intervention skills, behavior management, and legal and policy concerns. A practicum and internship are required. Both full and part time study are available options. Students with an interest in the pre-school years may train across the age span of birth to five years of age as an early childhood special education student.

Early Childhood Special Education

Recommended Sequence of Courses for ECSE Full-Time Students

Fall	Spring	Summer
<p>TRED 222 –3credits Foundations of Reading Development</p>	<p>SPED 262-3credits Formal Assessment of Young Exceptional Children</p>	<p>SPED 222-3credits, online Legal Issues and Public Policies</p>
<p>SPED 260-3credits Developmental Assessment in Special Education</p>	<p>SPED 269-3credits, online Etiology, Symptomatology, and Approaches to</p>	<p>SPED 240 – 3credits, off campus Family Support and Guidance in Special Education</p>
<p>SPED 261-3credits Practicum: Methods and Materials for Young Exceptional Children</p>	<p>Intervention with Children with Developmental Disabilities</p>	<p>SPED 266-3credits The Development of Language and Literacy</p>
<p>SPED 268-3credits Development of Young Children with Special Needs</p>	<p>SPED 290-3credits Affective Development and Behavior Management</p>	<p>EDUC 295-3credits Quantitative Methods II: Research Procedures</p>
	<p>SPED 292-6credits, (3 on campus, 3 off campus) Internship: Teaching Young Exceptional Children</p>	

Early Childhood Special Education

Recommended Sequence of Courses for Part-Time ECSE Students

<u>Year One</u>		
Fall	Spring	Summer
<p><u>SPED 261</u>-3 credits Practicum: Methods and Materials for Young Exceptional Children</p> <p><u>SPED 268</u>-3 credits Development of Young Children with Special Needs</p>	<p><u>SPED 269</u>-3 credits, online Etiology, Symptomology, and Approaches to Intervention with Children with Developmental Disabilities</p> <p><u>SPED 290</u>-3 credits Affective Development and Behavior Management</p>	<p><u>SPED 240</u>-3 credits, off campus Family Support and Guidance in Special Education</p> <p><u>SPED 266</u>-3 credits The Development of Language and Literacy</p>

<u>Year Two</u>		
Fall	Spring	Summer
<p><u>TRED 222</u>-3 credits Foundations of Reading Development</p> <p><u>SPED 260</u>-3 credits Developmental Assessment in Special Education</p>	<p><u>SPED 262</u>-3 credits Formal Assessment of Young Exceptional Children</p> <p><u>SPED 292</u>-3 credits Internship: Teaching Young Exceptional Children</p>	<p><u>SPED 222</u>-3 credits, online Legal Issues and Public Policy for Individuals with Disabilities</p> <p><u>SPED 292</u>-3credits Internship: Teaching Young Children with Disabilities</p> <p><u>EDUC 295</u>-3 credits Quantitative Methods II: Research Procedures</p>

Infant Special Education Concentration

The 39-credit-hour program includes training across the age span of young children from birth to five years of age with a focus on birth to three. The program includes development, assessment, motor assessment and intervention, family-centered intervention, natural environments, assistive technology, transdisciplinary team functioning, and law and policy issues. A practicum and internship are required. Both full and part time study are available options.

Infant Special Education Concentration

Recommended Sequence of Courses for Full-time Infant Students

Fall	Spring	Summer
<u>SPED 242</u> -3credits Neurodevelopmental Assessment and Programming for Infants and Toddlers with Disabilities	<u>SPED 243</u> -3credits Developmental Assessment of Infants	<u>SPED 222</u> -3credits, online Legal Issues and Public Policies
<u>SPED 261</u> -3credits Practicum: Methods and Materials for Young Exceptional Children	<u>SPED 269</u> -3credits, online Etiology, Symptomatology, and Approaches to Intervention with Children with Developmental Disabilities	<u>SPED 240</u> - 3credits, off campus Family Support and Guidance in Special Education
<u>SPED 263</u> -3credits Development of the Infant with Special Needs	<u>SPED 290</u> -3credits Affective Development and Behavior Management	<u>SPED 266</u> -3credits The Development of Language and Literacy
<u>SPED 267</u> - 3credits Instructional and Assistive Technology in Early Childhood Special Education	<u>SPED 293</u> -6credits, 3 on campus, 3 off campus) Internship: Early Intervention	<u>EDUC 295</u> -3credits Quantitative Methods II: Research Procedures

Infant Special Education Concentration

Recommended Sequence of Courses for Part-time Infant Students

Year One		
Fall <u>SPED 261</u> -3credits Practicum: Methods and Materials for Young Exceptional Children <u>SPED 263</u> -3credits Development of the Infant with Special Needs	Spring <u>SPED 243</u> -3credits Developmental Assessment of the Infant <u>SPED 269</u> -3credits Etiology, online Symptomatology, and Approaches to Intervention with Children with Developmental Disabilities	Summer <u>SPED 240</u> -3credits, off campus Family Support and Guidance in Special Education <u>SPED 266</u> -3credits The Development of Language and Literacy
Year Two		
Fall <u>SPED 242</u> -3credits Neurodevelopmental Assessment and Programming for Infants and Toddlers with Disabilities <u>SPED 267</u> - 3credits Instructional and Assistive Technology in Early Childhood Special Education	Spring <u>SPED 290</u> -3credits Affective Development and Behavior Management <u>SPED 293</u> -3credits Internship: Early Intervention	Summer <u>SPED 222</u> -3credits, online Legal Issues and Public Policies <u>SPED 293</u> -3credits, off campus Internship: Early Intervention <u>EDUC 295</u> -3credits Quantitative Methods II: Research Procedures

ECSE COURSE DESCRIPTIONS

- SPED 222** **Legal Issues and Public Policy for Individuals with Disabilities (3)**
Examination, interpretation, and analysis of legislation and policies affecting the education and career development of individuals with disabilities. Emphasis on federal and state legislation in the context of national policy reform in disability services. Material fee, \$25. (Fall)
- SPED 240** **Family Support and Guidance in Special Education (3)**
The developmental process of parenting. The impact of a child with a disability on the family. Material fee, \$25. (Summer)
- SPED 242** **Neurodevelopmental Assessment and Programming for Infants and Toddlers with Disabilities (3)**
Provides students with a theoretical background and practical experience to translate the neurodevelopmental model into techniques for developing and implementing educational programs for infants and toddlers with disabilities. Prerequisite or concurrent registration: SPED 263 or 268 or permission of instructor. Material fee, \$30. (Fall)
- SPED 243** **Developmental Assessment of Infants (3)**
Theory and current practice in the assessment of infants with or at risk for developmental disabilities. Material fee, \$30. (Spring)
- SPED 260** **Developmental Assessment in Special Education (3)**
Examination of formal psycho-educational tests used with preschool and elementary school aged children. Development of formal and informal assessment techniques. Introduction to the skills necessary to write psycho-educational reports. Material fee, \$40. (Fall)
- SPED 261** **Practicum: Methods and Materials for Young Children with Disabilities (3)**
Clinical practice in design and implementation of educational strategies and materials, including designing and developing teaching materials, classroom teaching, feedback and evaluation with professor. A seminar accompanies this clinical experience. (Fall, spring, summer)
- SPED 262** **Formal Assessment of Young Children with Disabilities (3)**
Weekly seminar designed to prepare early childhood special educators to translate formal assessment data into instructional programming. Requires fieldwork with children. Material fee, \$40. Prerequisite: SPED 260 or equivalent. (Spring)
- SPED 263** **Development of the Infant with Special Needs (3)**
The process of normal infant development and interrelationships among areas of development; relationships of these processes to the growth and development of infants with or at risk for developmental disabilities. Material fee, \$25. (Fall)

- SPED 266 The Development of Language and Literacy (3)**
 Typical and atypical language acquisition and literacy development. Assessment and intervention strategies for parents and professionals.. Material fee, \$10. (Summer)
- SPED 267 Instructional and Assistive Technology in Early Childhood Special Education (3)**
 Instructional and assistive technology and its implications and uses for very young children (0-5yrs) in a wide variety of environments. Lectures, laboratory, and demonstrations. Material fee, \$25. (Fall)
- SPED 268 Development of Young Children with Disabilities (3)**
 Theories of human growth and development are considered as a framework for examination of typical and atypical development of young children. Material fee, \$25. (Fall)
- SPED 269 Etiology, Symptomatology, and Approaches to Intervention with Children with Disabilities (3)**
 An in-depth examination of the causes and characteristics of various disabilities. Current principles and approaches to intervention are examined. Material fee, \$25. (Spring)
- SPED 290 Affective Development and Behavior Management in Special Education (3)**
 Theory, programming, and behavior management strategies from theoretical and practical points of view. Material fee, \$25. (Spring)
- SPED 292 Internship: Teaching Young Children with Disabilities (3 or 6)**
 Supervised internship in early childhood special education. Weekly seminar. Material fee, \$15 per credit hour. (Spring and summer)
- SPED 293 Internship: Early Intervention (3 or 6)**
 Supervised internship in early intervention. Weekly seminar. Material fee, \$15 per credit hour. (Spring and summer)
- TRED 222 Foundations of Reading Development (3)**
 Basic theories and processes of reading acquisition and assessment; linguistic, cognitive, developmental, social, and affective bases of reading; influences of media, instructional strategies, including formal and informal assessment. (Fall)
- EDUC 295 Quantitative Methods II: Research Design and Data Analysis (3)**
 Required of all GSEHD masters students. Second-level course in social science research methods. Emphasis on research design and inferential data analysis (*t* test, ANOVA, simple regression). Prerequisite: EDUC 212 or equivalent. (Fall, spring, summer)

Appendix A

Early Childhood Special Education Program Competencies

Early Childhood Special Education Program Competencies by Strand

Strand I. Development and Learning

This Program prepares Early Childhood Special Educators to:

	Competency
A.	Demonstrate an understanding of typical development.
1.	Demonstrate theoretical understanding of the basic principles of infant and toddler growth and development including range and variability in the areas of: physical development, including vision and hearing, communication, social-emotional, cognition and adaptive behaviors.
2.	Identify pre-, peri-, and postnatal development and biological conditions that affect development and learning in young children.
3.	Apply knowledge of cultural and linguistic diversity and recognize that children are best understood in the contexts of family, culture, and society.
4.	Demonstrate an understanding of the importance of mental health, protective factors, resiliency, and supportive relationships.
5.	Discuss the connections between a young child's experiences and their early brain development.
B.	Demonstrate an understanding of atypical development.
1.	Identify the etiology, characteristics, and classification of both high and low incidence disabilities in infants and toddlers.
2.	Describe specific implications of high and low incidence disabilities for development and learning in infancy and early childhood.
3.	Describe the effects of various medical interventions on the educational, cognitive, physical, social, and emotional behavior of infants and toddlers with special needs.
4.	Demonstrate an understanding of the developmental consequences of stress and trauma.
5.	Apply theories of child development and current research in learning situations within family and community contexts.
6.	Use an understanding of the individual child's development to meet curriculum and learning goals.

Strand II. Assessment, Evaluation, and Diagnosis

This Program prepares Early Childhood Special Educators to:

	Competency
A.	Follow the legal provisions, regulations, and guidelines regarding infants and young child assessment.
1.	Describe the process of screening, assessment and evaluation to determine eligibility for early intervention or special education.
2.	Demonstrate the appropriate use and limitations of various assessment instruments and procedures.
3.	Demonstrate an understanding of the appropriate application and interpretation of scores (e.g. age/grade equivalents, percentile ranks and stanines).
4.	Recognize the influence of diversity on assessment, eligibility, programming, and placement of infants and and young children with special needs.
5.	Discuss the relationship between assessment and placement decisions.
6.	Integrate assessment results from others as an active team participant in the development and implementation of the individualized family service plan (IFSP) and individualized education program (IEP).
7.	Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP and IEP.
8.	Communicate options for programs and services at the next level and assist the family in training fro transition.
9.	Discuss the ethical concerns related to the assessment process.
B.	Demonstrate appropriate use of various types of assessment procedures.
1.	Gather background information regarding medical, developmental, academic and family history.
2.	Collaborate with parents and other professionals involved in the assessment of infants and young children.
3.	Select and use various types of assessment procedures (e.g., norm-referenced, curriculum-based, portfolio, observations, task analysis) to make decisions about an infant’s or young child’s learning and development.
4.	Assess infants’ and young children’s functional and adaptive capacities such as mutual attention, engagement, two-way communication, and problem solving.
5.	Develop and adapt individualized assessment strategies for infants and young children, including data collection and the family and infant/ child portfolio.
6.	Interpret formal and informal assessment instruments and procedures.
7.	Report assessment results to students, parents, administrators, and other professionals using appropriate communication skills.
8.	Use assessment information in planning individual intervention or instructional programs.
9.	Use multiple and continuous opportunities to monitor the development and learning progress of infants and young children.
10.	Create and maintain infant/young child’ developmental and /or academic records.
11.	Use performance data and teacher/parent/child input to make or suggest appropriate modifications in learning environments.
12.	Evaluate the results of intervention/instruction.

13.	Evaluate readiness for integration into various program placements.
14.	Incorporate the least restrictive environment/natural sources of learning into development of outcomes/goals, objectives and strategies required for IFSP's, IEP's and intervention plans.
C.	Demonstrate respect for families.
1.	Use various strategies (e.g., discussion, parent questionnaires, observations)in collaboration with the family and other professionals, to gather information about a child with their family.
2.	Involve family members in all phases of the assessment and intervention process.
3.	Listen effectively and recognize a family's concerns, priorities, and resources.
4.	Participate and collaborate as a team member with other professionals and the family in conducting family centered assessments.
5.	Communicate clearly, effectively and sensitively to families.
6.	Communicate assessment results, orally and in writing, demonstrating respect for a family's culture, socioeconomic and educational level, and in the family's preferred mode of communication.

Strand III. Curriculum Development and Implementation

This Program prepares Early Childhood Special Educators to:

	Competency
A.	Plan and implement interventions that promote development and learning in infants and young children.
1.	Select intervention, curricula and methods for infants and young children with any disability.
2.	Plan and implement developmentally and culturally appropriate instruction based on an understanding of development in infants and young children.
3.	Organize space, time, peers, materials, and adults to maximize infant and child progress in group and home settings.
4.	Design and implement interventions that are sensitive to and respectful of an infant or young child's cultural and linguistic background and that recognize the resources and privacy of the family.
5.	Demonstrate the ability to translate data obtained from portfolios and other assessment results into appropriate intervention objectives, instructions and activities.
6.	Integrate information from the IFSP/IEP into individual, small group, and large group interventions.
7.	Demonstrate the ability to conduct and use task analysis.
8.	Engage and support infants and young children in learning activities.
9.	Identify learning opportunities that can be used in the classroom routines and by families/caregivers throughout a child's daily routine in the home or other natural environments.
10.	Recognize that the core of curriculum revolves around building relationships and developing attunement to emotional needs.
11.	Develop, implement and monitor a behavior improvement plan.
B.	Demonstrate knowledge of an integrated curriculum.
1.	Incorporate knowledge, skills and strategies from multiple disciplines in the design and implementation of intervention strategies.
2.	Make specific curricular adaptations for infants and young children who have unique talents, learning and developmental needs, or specific disabilities.

3.	Implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, parent-mediated activities, small group activities and systematic instruction.
4.	Develop/select learning experiences and strategies that affirm and respect family, cultural, and community diversity.
5.	Demonstrate knowledge and understanding of inclusive, culturally appropriate curriculum and learning environments.
6.	Integrate care giving routines and learn to construct quality curriculum.
C.	Use multiple teaching strategies for meaningful learning.
1.	Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
2.	Modify the learning environment and/or guide the parent /caregiver in mediating the environment so that the infant/young child will be challenged and successful.
3.	Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).
4.	Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and young children, and procedures regarding childhood illnesses and communicable diseases.
5.	Design intervention plans and strategies with families/caregivers that incorporate the use of technology, including adaptive and assistive technology, enabling infants and young children with disabilities to access learning opportunities.
6.	Support and facilitate family and child interactions as primary contexts for learning and development.
7.	Accurately read an infant's or young child's cues and provide developmentally appropriate responses.
8.	Assess and encourage mastery motivation and other learning processes through structured and unstructured play.

Strand IV. Working with Families

This Program prepares Early Childhood Special Educators to:

	Competency
A.	Identify differences in family systems and the impact on development of infants and young children.
1.	Demonstrate knowledge of family systems theory in interactions with families and professionals.
2.	Recognize how community, culture, and socioeconomic influences affect the family system.
3.	Assess the impact that disability has on the family structure and functioning.
4.	Understand the differences in childrearing beliefs, practices and parenting goals of diverse families and the implications for practice.

B.	Establish and maintain positive, collaborative relationships with families.
1.	Build and maintain a trust relationship with families.
2.	Discuss the importance of sharing complete and unbiased information with a family.
3.	Use language that is respectful, emphasizes capabilities, and is non-discriminatory.
4.	Support and guide the parent or other caregiver during their interactions with the child, rather than lead and teach.
5.	Interpret a child's play and behavior in relation to developmental strengths and needs in a way that is meaningful to a family.
6.	Communicate effectively with families about their child's progress with consideration of quality of life across the lifespan.
7.	Identify resources to support the development, learning, and well-being of children and families.
8.	Identify child and family services consistent with parent choices and goals for their children.
9.	Use approaches and tools for supporting and empowering families from diverse cultural, linguistic and socioeconomic backgrounds.
C.	Involve families in assessing and planning for their children.
1.	Assist families in identifying resources, priorities and concerns in relation to their child's development and learning skills.
2.	Apply adult learning theory when educating families regarding development of infants and young children.
3.	Empower the family/caregiver by collaborating in identifying and implementing learning activities within daily routines.
4.	Educate families about the use of portfolios and other assessments and actively involve families in the assessment process.
5.	Involve the family in developing family-centered IFSPs and IEPs.
6.	Explain policies and procedures that guarantee family rights and confidentiality.
7.	Design and evaluate processes and strategies that support transitions.
8.	Translate emerging research findings into clinical practice and practical advice for parents.

Strand V. Building Collaborative Relationships

This Program prepares Early Childhood Special Educators to:

	Competency
A.	Collaborate/consult with other professionals and with agencies in the larger community to support the family and the child's development, learning, and well-being.
1.	Demonstrate active listening and effective communication skills.
2.	Maintain confidentiality in communicating about children and families.
3.	Define the roles of service providers according to IDEA 2004.
4.	Develop individual intervention programs in collaboration with the family and other team members.
5.	Foster respectful and beneficial relationships between families and professionals.
6.	Collaborate with teachers, caregivers, and other community personnel in integrating infants and young children into early care and education environments.

7.	Demonstrate the ability to inform and educate other professionals, paraprofessionals, families, and agencies about the health, development, and education of infants and young children.
8.	Demonstrate the ability to work in a consultative relationship with members of a team serving infants and young children..
B.	Identify the dynamics of team interaction and team functioning.
1.	Demonstrate the knowledge of systems change theory and application to early intervention and early childhood settings.
2.	Apply principles of adult learning in interactions with peers and team members.
3.	Understand how personality, learning style and cultural differences affect individual functioning within a group.
5.	Describe models of team process in diverse service delivery settings.
6.	Participate as a team member to identify dynamics of team building, team roles, interactions, and communication.
7.	Identify functions of team members as determined by service delivery needs of children and families.
8.	Describe roles and responsibilities of members of interdisciplinary, multidisciplinary and transdisciplinary teams.
9.	Use problem-solving and conflict resolution strategies within the team process.
10.	Identify structures supporting interagency collaboration including interagency agreements, referral and consultation.

Strand VI. Professionalism

This Program prepares Early Childhood Special Educators to:

	Competency
1.	Articulate the historical, philosophical, and legal basis for services for infants, young children and their families.
2.	Adhere to the professional's code of ethical conduct.
3.	Identify current trends and issues related to early intervention and special education.
4.	Understand the process of advocacy on behalf of infants, young children and their families.
5.	Actively seek out opportunities to grow professionally.
6.	Engages in systematic reflective practices to continually evaluate the effects of his/her choices and actions on others (infants/young children, families and other professionals).
7.	Present self as a competent professional through development and defense of a professional portfolio.
8.	Read and critically apply research and recommended practices.
9.	Delineate and respect confidentiality in speaking, writing, and practicing with infants, young children and their parents.

Strand VII. Technology*

This Program prepares Early Childhood Special Educators to:

1.	Identify, locate, retrieve, and differentiate among types of information available using technology.
2.	Use technology effectively and appropriately to interact electronically using a variety of formats.
3.	Demonstrate an understanding of the legal, social and ethical issues related to technology.
4.	Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.
5.	Design, implement and assess learning experiences that incorporate the use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and collaboration.
6.	Understand human equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply it to practice.
7.	Develop professional practice that support continued learning and professional growth in technology.

***From Maryland Technology Standards for Teachers**

Strand VIII. Culturally Competent Professional

This Program prepares Early Childhood Special Educators to:

1.	Listen to and value family perspectives.
2.	Move beyond stereotypes toward individual consideration of each child and family within their socio-cultural context.
3.	Connect and develop relationships with children and families who come from cultures, or speak language different from their own, or both.
4.	Demonstrate understanding of how cultural and linguistic differences can influence how families experience and participate in their child's early care and education and/or intervention.
5.	Discover ways to support and preserve home language and culture within the context of early care and education.
6.	Recognize that over- and under-representation of certain populations in special education may be caused, in part, by biased assessment practices.

Appendix B

GW Code of Academic Integrity

GSEHD Masters Appeals Policies and Procedures

Code of Academic Integrity

Preamble

Article I: The Authority of the Code of Academic Integrity

Section 1: Jurisdiction of the Code of Academic Integrity

Section 2: Repeal of Prior University Policies on Academic Dishonesty

Section 3: Interpretation

Article II : Basic Considerations

Section 1: Definition of Academic Dishonesty

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Article III: The Academic Integrity Council

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Article IV: Amendments to the Code of Academic Integrity

Section 1: Amendments

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Preamble

We, the Students, Faculty, Librarians and Administration of The George Washington University, believing academic honesty to be central to the mission of the University, commit ourselves to its high standards and to the promotion of academic integrity. Commitment to academic honesty upholds the mutual respect and moral integrity that our community values and nurtures. To this end, we have established The George Washington University Code of Academic Integrity.

Article I: The Authority of the Code of Academic Integrity Section 1: Jurisdiction of the Code of Academic Integrity The Code of Academic Integrity shall have jurisdiction over the following schools within the University:

- 1) the Columbian College of Arts and Sciences;
- 2) the Elliott School of International Affairs;
- 3) the Graduate School of Education and Human Development;
- 4) the School of Business and Public Management;
- 5) the School of Engineering and Applied Science;
- 6) all programs in the Medical Center, except the Doctor of Medicine program.
- 7) the School of Public Health and Health Services

Section 2: Repeal of Prior University Policies on Academic Dishonesty Academic dishonesty policies of The George Washington University applicable to the aforementioned schools previous to the time of the passage of this Code of Academic Integrity are hereby repealed and are for all intents and purposes null and void. The

George Washington University Law School maintains its own code of academic integrity and is excluded from this Code.

Section 3: Interpretation

Conflicts or questions about the Code of Academic Integrity (including its interaction with other policies of the University) should be forwarded to the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs or a designee shall be the final interpreter of the Code of Academic Integrity.

Article II : Basic Considerations

Section 1: Definition of Academic Dishonesty

- (a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.
- (b) Common examples of academically dishonest behavior include, but are not limited to, the following:
 - 1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.
 - 2) Fabrication - intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.
 - 3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.
 - 4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include the application for admission, transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)
 - 5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Section 2: Reportage

- (a) It is the moral responsibility but not the sanctioned obligation (unless otherwise provided herein) of each member of the George Washington University community to respond to suspected acts of academic dishonesty by:

- 1) consulting the individual(s) thought to be involved and encouraging them to report it themselves, and/or
 - 2) reporting it to the instructor involved, and/or
 - 3) reporting it to the Academic Integrity Council.
- (b) Reporting oneself after committing academic dishonesty is strongly encouraged and may be considered in determining sanctions.

Section 3: Assignments and Examinations

- (a) Instructors are solely responsible for establishing academic assignments and methods of examination.
 - (b) Instructors are encouraged to provide to students clear explanations of their expectations regarding the completion of assignments and examinations, including permissible collaboration.
 - (c) Instructors are encouraged to choose assignments and methods of examination believed to promote academic honesty. Examples of these include careful proctoring of examinations and the constant creation of fresh exams. Collaborative projects and un-proctored examinations do not violate the promotion of academic integrity. When assigning collaborative projects or using un-proctored examinations, the instructor should explicitly state the expectations of performance for all participants.
 - (d) Instructors are encouraged to provide opportunities for students to affirm their commitment to academic integrity in various settings, including examinations and other assignments. The following statement may be used for this purpose: “I, (student’s name), affirm that I have completed this assignment/examination in accordance with the Code of Academic Integrity.”
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- Article III: The Academic Integrity Council**
- Section 1: Mission of the Academic Integrity Council**
- (a) The Academic Integrity Council will be responsible for promoting academic integrity and for administering all procedures in this Code.
 - (b) Administrative and logistical support for the Academic Integrity Council shall be provided by the Office of the Associate Vice President for Academic Planning and Special Projects. The office shall be the repository for records pertaining to the Code of Academic Integrity and Academic Integrity Council.
- Section 2: Composition of the Academic Integrity Council and the Hearing Panels**
- (a) The Academic Integrity Council shall have members from each of the participating schools. There will be six students and four faculty members from the Columbian School of Arts and Sciences. There will be four students and two faculty members from each of the following schools: the Elliott School of International Affairs, the Graduate School of Education and Human Development, the School of Business and Public Management, the School of Engineering and Applied Science, and the programs in the Medical Center (except the Doctor of Medicine program). The terms of all members shall be one academic year. Members may reapply for additional terms. The process for identifying and selecting candidates to serve on the Academic Integrity Council shall be determined by the Implementation Team, as described in Article V, Section 2.

- (b) At the beginning of each academic year, five presiding officers will be elected by the full membership of the Council, from among the student members, at a meeting convened by the Associate Vice President for Academic Planning and Special Projects or a designee. Insofar as possible, these Officers shall rotate responsibility for presiding over cases. The presiding officer will have no vote in the deliberations on establishing guilt or recommending a sanction at the hearing.
- (c) Hearing Panels selected from members of the Academic Integrity Council shall adjudicate all cases arising under this Code. The Associate Vice President for Academic Planning and Special Projects or a designee will select and convene hearing panels as needed. A Hearing Panel shall be comprised of a presiding officer, two student members and two faculty members. Two of the members shall be from the home school of the respondent(s). One of the members shall be from the home school of the course. Should Academic Integrity Council members from the home schools of the respondent and course be unavailable to adjudicate a case, the Associate Vice President for Academic Planning and Special Projects or a designee may appoint other Academic Integrity Council members as substitutes.
- (d) Cases arising in the summer may be adjudicated in the summer, providing that members of the Academic Integrity Council are available. Otherwise they will be adjudicated during the following academic year.
- (e) All members of the Academic Integrity Council shall participate in training organized by the Associate Vice President for Academic Planning and Special Projects or a designee.

Section 3 : Selection and Removal of Academic Integrity Council Members

- (a) During each spring semester, a Selection Committee will handle the nomination, application and selection processes of the Academic Integrity Council members who will serve in the next academic year. This committee shall be convened by the Associate Vice President for Academic Planning and Special Projects or a designee, and will be comprised of the following members:
 - 1) the Faculty Co-Chair of the Joint Committee of Faculty and Students;
 - 2) the Student Co-Chair of the Joint Committee of Faculty and Students;
 - 3) the Chair of the Faculty Senate Committee on Educational Policy;
 - 4) the Chair of the Student Association Senate Academic Affairs Committee;
 - 5) the Chair of the Faculty Senate Executive Committee or a designee;
 - 6) the President of the Student Association or a designee.
- (b) The following criteria shall be used in the selection of the student members:
 - 1) must be full-time students enrolled in a degree-granting program of the School which they are representing;
 - 2) must have made satisfactory academic progress and be in good academic standing;
 - 3) may not have any disciplinary record or probation of any sort;
 - 4) may not hold any position, either elected or appointed, in the Student Association.
- (c) The following criteria shall be used in the selection of the Faculty members:
 - 1) must be full-time faculty members in the School that they are representing;
 - 2) may not be elected members of the Faculty Senate.

- (d) Members of the Academic Integrity Council who are charged with any violation of this Code or the Code of Student Conduct shall be suspended from participation during the pendency of the charges against them. Members found guilty of any violation of this Code or the Code of Student Conduct shall be disqualified from any further participation in the Academic Integrity Council. Faculty members involved in a pending case shall not participate on a Hearing Panel during the pendency of the charge.
- (e) The Academic Integrity Council, by a two-thirds vote of the membership, may remove a member for non-participation. Each Academic Integrity Council shall, at the beginning of its term, define an expectation of participation for its members.
- (f) Vacancies, as they occur, shall be filled by the Selection Committee.

Section 4: Case Procedures

- (a) Charges involving violations of the Code of Academic Integrity may be initiated by either faculty, students, librarians or administrators. Any charges should be made as expeditiously as is reasonably possible (normally within twelve working days except in the summer or during academic breaks and holidays) from the discovery of the infraction.

Charges may be initiated as follows:

- 1) A student may initiate a charge of academic dishonesty against another student, by referring the case to the faculty member involved and/or to the Academic Integrity Council. If the case is brought directly to the Academic Integrity Council, for action by a Hearing Panel, then the Associate Vice President of Academic Planning and Special Projects or a designee shall promptly notify the instructor of the involved course.
- 2) When a faculty member initiates a charge or is made aware of a violation which the faculty member determines to be substantive, the faculty member shall contact the Academic Integrity Office in order to discover whether the student has ever been found guilty of a charge of academic dishonesty.
 - i) In first offense cases, the instructor shall either act directly, in consultation with the Department Chair, or refer the case to the Academic Integrity Council for action by a Hearing Panel. An instructor who acts directly must present the student with specific charges and a proposed sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code.
 - ii) If the faculty member acts directly then the accused student shall have the right to appeal directly to the Academic Integrity Council, for action by a Hearing Panel, should he or she disagree with the validity of the charge or the appropriateness of the sanction.
 - iii) Second offenses shall go directly to the Academic Integrity Council, for action by a Hearing Panel.
 - iv) If a faculty member is made aware of a violation which the faculty member determines not to be substantive, the faculty member shall notify the complaining student promptly.
- 3) All charges initiated by members of the administration or librarians shall go directly to the Academic Integrity Council, for action by a Hearing Panel.

- (b) All actions, on any level, shall be recorded with the Office of the Associate Vice President for Academic Planning and Special Projects. This includes cases handled directly by instructors.
- (c) Deliberation of the hearing shall occur in two stages: the establishment of guilt and the recommendation of sanction. To find respondent guilty, three-quarters of the voting panel members must agree. If the panel finds a respondent guilty, they shall also make a recommendation of sanction. A sanction other than expulsion can be recommended by three-quarters of the voting panel members. A sanction of expulsion can only be recommended by a unanimous vote of the voting panel members.
- (d) Reports of the Hearing Panel shall include a finding of fact and a determination of the guilt or innocence of the respondent. If the respondent is found guilty, then the report will also include a recommendation of sanction. Sanctions will be determined in accordance with Article III, Section 5 and Article II, Section 2 of this Code. This report shall be forwarded to the Vice President for Academic Affairs, who will review the report of the Hearing Panel. If in the judgment of the Vice President for Academic Affairs the sanction recommended by the Panel is significantly at variance with sanctions imposed in closely similar cases, the Vice President for Academic Affairs may revise the sanction before notifying the respondent of the Hearing Panel's decision of guilt or innocence and the decision as to sanction. The complainant, appropriate Department Chair and Dean shall receive a copy of the Hearing Panel's report and the Vice President's decision as to sanction.
- (e) These proceedings should be concluded as expeditiously as possible. The Hearing Panels should strive to have proceedings concluded within seven weeks of the report of the violation. However, failure to do so shall not constitute improper procedure under the Code.

Section 5: Sanctions

- (a) The recommended minimum sanction in first offense cases shall be failure of the assignment in question. The recommended minimum sanction in repeat violation cases shall be failure of the course. For more serious offenses sanction may be suspension from the University for a specified, minimum time or expulsion from the University. Other sanctions may be appropriate for particular cases.
- (b) Sanctions of suspension or expulsion, as a result of academic dishonesty, may only be determined by a Hearing Panel.
- (c) Attempts to commit acts prohibited by this Code may be punished to the same extent as completed violations.
- (d) Respondents found in violation of this Code may also be removed from certain University programs, in accordance with the regulations and bylaws of that program.
- (e) All sanctions except failure of the assignment in question shall be marked on the respondent's permanent record with the phrase "Academic Dishonesty". In the case of failure of the course, the notation shall remain on the record of the respondent for a minimum of two years. In the case of suspension or expulsion, the notation shall remain on the record of the respondent for a minimum of three years. After the minimum time has elapsed, the respondent may petition to the Vice President for Academic Affairs for the removal of the sanction notation from

the permanent record. This provision shall not, however, prohibit any program, department, college or school of the University from retaining records of violations and reporting violations as required by their professional standards.

Section 6: Hearing Panel Procedural Guidelines

- (a) All attendant procedures and records of the Academic Integrity Council and its Hearing Panels, from the initial charge to the final resolution, shall be strictly confidential.
- (b) Respondents and complainants shall be given notice of the hearing date and the specific charges against them at least five calendar days in advance and shall be accorded reasonable access to the case file, which will be retained in the Academic Integrity Office. The instructor of the involved course, appropriate academic Dean, Department Chair and the Dean of Students shall also receive notification of the pending charges within five calendar days of the hearing.
- (c) The presiding officer may request the attendance of witnesses upon motion of any panel member, or of either party. Only witnesses who can provide direct knowledge about the given case shall be called. Requests must be approved by the Associate Vice President for Academic Planning and Special Projects or a designee, and shall be personally delivered or sent by certified mail, return receipt requested. University students and employees are expected to comply with such requests. Complainants and respondents shall be accorded an opportunity to question those witnesses who testify for either party at the hearing. Failure of witnesses to appear will not invalidate the proceedings.
- (d) Hearings will occur in the absence of respondents who fail to appear after proper notice. In this instance, complainants will still be required to present a case.
- (e) Hearings will be closed to the public, without exception. Prospective witnesses, other than the complainant and respondent, shall be excluded from the hearing during the testimony of other witnesses. All parties and witnesses shall be excluded from Panel deliberations. Both the complainant and the respondent may be accompanied by an advisor. The role of these advisors shall be limited to consultation. Under no circumstances are advisors permitted to address the Panel or question witnesses. At the discretion of the presiding officer, violations of this limitation will result in the advisor being ejected from the hearing. The University retains the right to have legal counsel present at any hearing.
- (f) Hearings shall be conducted in accordance with the investigatory model of administrative hearings, in which the Hearing Panel assumes responsibility for the questioning of witnesses and the eliciting of relevant evidence. The purpose of the hearing is to establish the facts. The burden of proof shall be upon the complainant, who must establish the guilt of the respondent by a preponderance of the evidence. "Preponderance of the evidence" is that evidence, which when fairly considered, produces the stronger impression, has the greater weight, and is more convincing as to its truth when weighed against the evidence offered in opposition.
- (g) Formal rules of evidence shall not be applicable in proceedings conducted pursuant to this Code. The presiding officer shall have the discretion to admit all matters into evidence that reasonable persons would accept as having probative

- value. Panel members may take into consideration matters that would be within the general experience of University students and faculty members.
- (h) The presiding officer shall exercise control over the proceedings to achieve orderly and timely completion of the hearing. Any person, including the complainant and respondent, who disrupts a hearing may be excluded by the presiding officer. The presiding officer shall direct the hearing through the following: statements from both the complainant and respondent, questioning and cross-examination of witnesses by both the complainant and respondent, the questioning of the complainant, respondent and any witnesses by panel members, and concluding statements by the complainant and respondent.
 - (i) Hearings shall be tape-recorded. These tapes will be retained for a period of three years.
 - (j) Any party may challenge a panel member on the grounds of personal bias. In such cases, panel members may be disqualified from the hearing by the Associate Vice President for Academic Planning and Special Projects or a designee, or upon majority vote of the remaining members of the Panel, conducted by secret ballot.
 - (k) Witnesses shall be asked to affirm that their testimony is truthful. False testimony will be subject to charges of intentionally providing false information to the University, pursuant to Part 11(f) of the Code of Conduct.
 - (l) Affidavits shall only be admitted into evidence if signed by the affiant and witnessed by the Associate Vice President for Academic Planning and Special Projects or a designee. An affiant who is unable to appear may submit an affidavit which has been witnessed by a notary.

Section 7: Appeals

Appeals of the decision of the Hearing Panel or of the sanction imposed by the Vice President for Academic Affairs shall only be based on new evidence or evidence of bias. After a decision has been confirmed by the Vice President for Academic Affairs, either party may file, within three working days, an intention to appeal with the Academic Integrity Office. A petition of appeal must be filed within five working days of the declaration of intention. Appeals will be reviewed by the President of the University or a designee. The President or a designee will then make a decision on the appeal, based on the petition and the reports of the Hearing Panel and the Vice President for Academic Affairs.

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Article IV: Amendments to the Code of Academic Integrity

Section 1: Amendments

- (a) Amendments to the Code of Academic Integrity shall be referred to or initiated by either the Faculty Senate or the Student Association. In order for an amendment to pass, both must approve the measure with a simple majority vote.
- (b) Amendments will then be forwarded to the President of the University for confirmation and submission to the Board of Trustees with the President's recommendation for action.

Section 2: Reports and Reviews

- (a) The Office of the Associate Vice President for Academic Planning and Special Projects shall make an annual report to the Academic Affairs Committee of the Board of Trustees, Joint Committee of Faculty and Students, the Faculty Senate Educational Policy Committee, the Student Association Senate Academic Affairs Committee, and the Council of Deans on the work of the Academic Integrity Council.
- (b) The Academic Integrity Council may, from time to time, make reports and recommendations to the Faculty Senate, the Student Association Senate or the Joint Committee of Faculty and Students about the state of the Code of Academic Integrity.
- (c) The Office of the Associate Vice President for Academic Planning and Special Projects shall coordinate with the Joint Committee of Faculty and Students to conduct a review of the Code of Academic Integrity after its first year of operation, and then at least once every five years after that.
The 1995-1996 academic year was the implementation year for the Code of Academic Integrity. Consequently, Article V, the article regarding the implementation of the Code of Academic Integrity, has not been included in this printing. The full text of Article V is available from the Office of the Associate Vice President for Academic Planning and Special Projects.

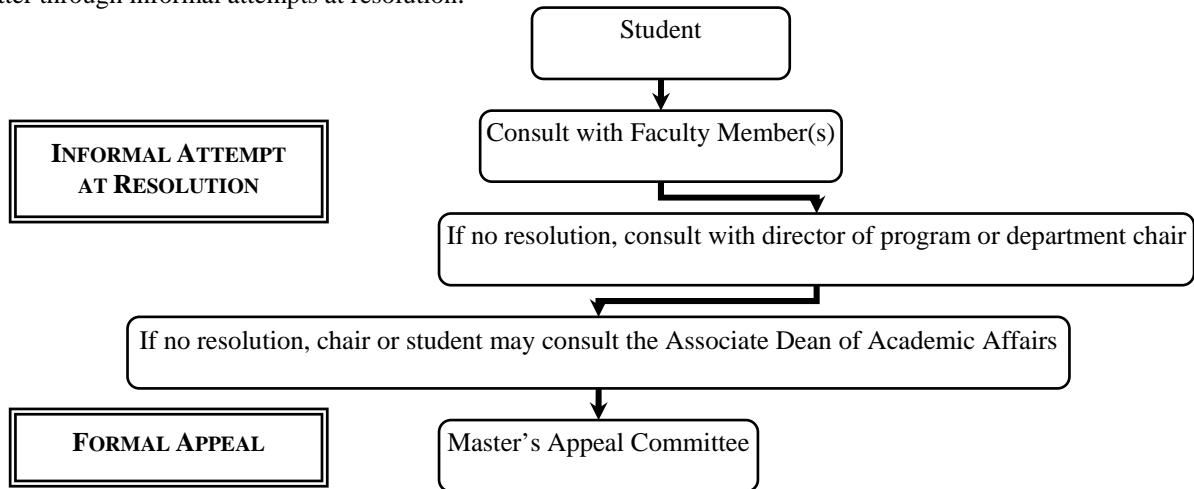
Approved by the Board of Trustees
May 12, 1995

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Code of Academic Integrity
The George Washington University from www.gwu.edu

MASTER'S STUDENT APPEALS PROCEDURES

Prior to appealing a decision through the Master's Appeals Committee, the student first should attempt to resolve the matter through informal attempts at resolution.



Students may appeal in the following cases:

- A. A student may appeal an academic matter on the basis of a violation of GSEHD policies or procedures.**
- B. A student may appeal an academic matter on the basis of extenuating circumstances that would render the application of established policies and procedures unfair under the circumstances.**

Submit the appeal and supporting documentation in writing to appropriate Student Services Representative no later than six months from the decision being appealed. All documents need to be submitted at least two weeks prior to the committee's meeting date.

- The letter requesting an appeal must include the following information:
 1. A description of the reason for requesting the appeal
 2. A detailed description and timeline of events
 3. A statement explaining outcome sought by student
- All documents relevant to the case (e.g., student statement, faculty member statements, transcript record of course work, etc.)

The appeal will be placed on the Master's Appeals Committee's agenda for the next available meeting during the academic year. Appeals submitted outside of the academic year will be added to the agenda of the committee's first meeting of the following academic year.

The student will be notified in writing of the date, time, and place of the meeting by his or her Student Services Representative. It is not a requirement to attend. If attending the hearing, the student must inform the Student Services Representative in writing no later than one week prior to the hearing. Students who choose to attend will be allotted an appropriate amount of time to be determined by the chair to present the case, followed by questions from committee members. In the event that a student does not attend, the committee will base the decision on the written documentation in the case file.

The student will be notified in writing of the committee's decision by his or her Student Services Representative within 10 business days of the date of the decision.

The student may appeal the decision of the Master's Appeals Committee by submitting a written appeal to the Dean. The appeal must be written and submitted within 15 calendar days after the written date of the decision. A delay in filing an appeal may constitute grounds for rejection of the appeal.

MASTER'S APPEALS COMMITTEE

Policies and Procedures

I. The Committee

The Master's Appeals Committee comprises one representative elected by each of the departments and two doctoral students, each from different departments. In addition, one student services representative or another member of the Admissions staff is asked to attend each committee meeting, on a rotating basis. All committee members serve staggered two-year terms and can be re-elected (faculty) or re-appointed (doctoral students) for successive two-year terms. The chair of the committee is elected by the committee members at the first committee meeting of each academic year.

II. Charge of the MAC

The Master's Appeals Committee has responsibility for acting on appeals from candidates for the Master of Arts (M.A.), Master of Arts in Teaching (MAT) and Master of Education (M.Ed.) degrees regarding issues and concerns of an academic nature such as residency requirements, admissions decisions, academic sanctions (e.g. suspensions and dismissals), and grade appeals. The Master's Appeals Committee meets once a month during the academic year. Review by the committee is considered a formal appeal and students must first attempt to resolve the dispute informally, as described in Section V below.

In addition, the Master's Appeals Committee is responsible for:

- A. Making recommendations to the Office of the Dean, as appropriate, regarding policies of an academic nature related to Master's degree students.
- B. Recommending the distribution of merit based awards and endowment funds to the Associate Dean for Academic Affairs.

III. Justification

For matters that are not resolved informally as provided in Section V below, students may appeal in the following cases:

- A. A student may appeal an academic matter on the basis of a violation of GSEHD policies or procedures. In order to prevail on an appeal, the student must submit clear evidence of any such divergence from prescribed procedures to the Master's Appeals Committee.
- B. A student may appeal an academic matter on the basis of extenuating circumstances that would render the application of established policies and procedures unfair under the circumstances. Extenuating circumstances are generally an event or series of events that are beyond the student's control that prevented the student from fulfilling degree requirements in a conventional manner consistent with GSEHD policies and procedures. In order to prevail on an appeal, a student must submit clear evidence of any such extenuating circumstances.

IV. Committee Procedures

- A. The chair sends a roster of Master's Appeals Committee members and the committee's monthly meeting dates for the academic year to the dean's office and all department student services representatives *one week after* the first meeting of the academic year.
- B. Once the student files an appeal in writing with his or her student services representative, the student services representative coordinates communication between students, the faculty advisor, the Office of the Dean, the Master's Appeals Committee chair, and when necessary, other parties associated with the appeal. Any committee member involved in the appeal must recuse himself/herself from the committee's proceedings and subsequent deliberations to reach a decision on the appeal.
- C. The student services representative is responsible for notifying in writing the student, faculty advisor, and the faculty member associated with the appeal of the date, time, and place of the hearing. The student, the faculty advisor, and the faculty member associated with the case have the option of attending the meeting to make a personal appeal and each should notify the appropriate student services representative of his/her intention to do so. The student services representative and, in turn, the committee will be notified at least one week prior to the hearing if the student and/or faculty member involved plan to attend. The student may have another individual present for support but that person will not be permitted to speak or participate in the hearing. If the individual is an attorney, the student must inform the chair no later than one week prior to the hearing.
- D. The student services representative prepares the original and four copies of all documents related to the appeals case, which include:
- Student services representative's cover letter stating reason for appeal
 - Student statement of appeal
 - Faculty Advisor statement, if any
 - Faculty statement of position
 - Transcript record of course work
 - All other related documentation.

These materials are in the chair's possession no later than one week prior to the meeting date.

- E. The committee chairperson may ask the appropriate student services representative to secure a written statement from the student's faculty advisor, if not already provided.
- F. Anyone may submit written documentation to the committee, provided these documents are relevant (in the determination of the chair) specifically to the student's case at hand. These communications must accompany the student's letter of appeal. Further, all information pertaining to a student's case, including information contained in GSEHD files, may be utilized by the committee in the appeals process described above.
- G. The chair disseminates in a confidential manner the agenda and case materials by campus mail or US mail to committee members immediately upon receipt of all case materials from student services representatives. Case materials *may not* be disseminated through e-mail.
- H. The chair is responsible for the conduct of the hearing. An appropriate amount of time (to be determined by the chair) is allotted for the student to present the case followed by

questions related to the case from the committee. A faculty member relevant to the case may give testimony after the student has presented his/her case.

- I. After the hearing, the committee will have a confidential meeting to decide on the appeal. Decisions are reached by majority vote. The decisions are communicated in the form of written minutes to the student services representatives and to the Office of the Associate Dean for Academic Affairs no later than 10 business days after the meeting date.
- J. The student services representatives communicate all decisions to the students and program faculty in writing within ten business days of receiving the committee's decision. The student has the option to further appeal his or her case to the Dean of the GSEHD. The student services representatives inform the Office of the Dean if the student wishes to further appeal the case. Decisions of the Dean are final.
- K. The chair is responsible for keeping a hard copy of all written records along with the committee's rulings and recommendations and the rationales for them. All copies of case material documents are returned to the chair and disposed of appropriately. The chair will retain all materials for a period of 3 years after the date of the decision.

V. Student Procedures

Informal Attempts at Resolution

Prior to appealing a decision through the Master's Appeals Committee, the student first should attempt to resolve the matter with the faculty member(s) most directly responsible. If no resolution results, the student should then consult with the individual at the next administrative level, for example, the director of the program or the chair of the relevant department. If there continues to be no resolution, the program director, chair, or student may contact the Associate Dean for Academic Affairs and solicit assistance to ensure that adequate steps are made to resolve the issues at an informal level without the complaint escalating to the status of a formal appeal. If no resolution is achieved as a result of these informal attempts, the student may appeal to the Master's Appeals Committee. Any such informal attempts will not extend the six-month period during which an appeal may be filed.

Formal Appeal

In order for an appeal to be considered by the Master's Appeals Committee students must adhere to the following process:

- A. Submit the appeal and supporting documentation in writing to the Master's Appeals Committee through the appropriate student services representative no later than six months from the decision being appealed.
 - The letter requesting an appeal must include the following information:
 1. A description of the reason for requesting an appeal
 2. A detailed description and timeline of events
 3. A statement explaining outcome sought by student
 - All documents relevant to the case (e.g. student statement, faculty member statement, transcript record of course work, and all other related documentation) must be in the student services representative's possession at least two weeks prior to the committee meeting date.

- B. Once the student has properly submitted all case materials the appeal will then be placed on the Master's Appeals Committee's agenda for the next available meeting, during the academic year. Appeals submitted outside of the academic year will be added to the agenda of the committee's first meeting of the following academic year. As with all appeals, appeals submitted outside of the academic year must be submitted no later than six months from the decision being appealed. In extenuating circumstances, the Dean of the GSEHD may request to convene the committee outside of the academic year.
- C. The student will be notified in writing of the date, time, and place of the meeting by his or her student services representative and has the right to attend the meeting. If planning to attend the hearing, the student must inform the student services representative in writing no later than one week prior to the hearing. The student may have another individual present for support but the person will not be permitted to speak or participate in the hearing. If the individual is an attorney, the student must inform the chair no later than one week prior to the hearing. Students who choose to attend will be allotted an appropriate amount (to time to be determined by the chair) to present the case. The presentation will be followed by questions related to the case from committee members. In the event that a student does not attend, the committee will base the decision on the written documentation in the case file.
- D. The student will be notified in writing of the committee's decision by his or her student services representative within 10 business days of the meeting.
- E. The student may appeal the decision of the Master's Appeals Committee by submitting a written appeal to the Dean of the GSEHD. The appeal must be written and submitted within 15 calendar days of the date on the decision letter. A delay in filing an appeal may constitute grounds for rejection of the appeal.
- F. The student will be contacted by the Special Assistant to the Dean to schedule a meeting to discuss the appeal. Within 25 business days of that meeting, the student will be notified in writing of the Dean's decision. The decision by the Dean is final.