GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Innovations in Distance Learning
EDIT 611-201

Instructor: Dr. Shahron Williams van Rooij
Class Date/Time/Location: Course meets online via Blackboard
08/30/2010 – 12/12/2010

Contact Information:

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TEXTS AND READINGS

Required:

The following text has been selected to provide students with a solid foundation for evaluating and applying the e-learning technologies covered in this course.

- Rudestam, K.E. and Schoenholtz-Read, J. (Eds.).(2010). *Handbook of Online Learning*, 2nd Edition (paperback). Thousand Oaks: Sage Publications. ISBN978-1-4129-6103-5.

You may order from the GMU bookstore at http://gmu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=15552&langId=-1.

Recommended Readings:

The following texts offer real-world e-learning best practices and applications from academe, industry, and government and are good assets for the e-learning practitioner.

- Kidd, T. (Ed.). (2009). *Online education and adult learning: New frontiers for teaching practices.* Hershey: Information Science Reference, IGI Global, ISBN: 978-1-60566.
- Aldrich, C. (2005). *Learning by doing: A comprehensive guide to simulations, computer games, and pedagogy in e-learning and other educational experiences*. San Francisco: Pfeiffer.
- Clark, R. and Mayer, R. (2003). *e-Learning and the science of instruction*. San Francisco: John Wiley & Sons, Inc.
- Garrison, D.R. and Anderson, T. (2003). *E-learning in the 21st Century: A framework for research and practice*. London: RougledgeFalmer.
- Oosterhof, A., Conrad, R.M. and Ely, D.P. (2008). *Assessing learners online*. Saddle River: Pearson Education, Inc.

COURSE DESCRIPTION

Students will explore the latest innovations in e-learning technologies and environments as well as the theoretical issues central to e-learning. The course will cover online learning environments including, but not limited to, online learning communities, communication and sharing tools, content creation tools, and communities of practice. Hands-on activities with these technologies focus on planning, implementation, and evaluation. Students will research and present various emerging e-learning applications and how new approaches to learning can be integrated into today's K-12, postsecondary education, and training environments. Issues of target audience, design, and usability will also be addressed. Students will also work in teams to design and implement e-Learning modules using one or more of the tools explored during the course.

ENTRY SKILLS AND COMPETENCIES

The content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have either taken **EDIT 705** (Instructional Design) or have **work experience** that includes the basics of Instructional Design. Students should also possess basic computer skills (e.g., Internet search skills, MS Office).

NATURE OF COURSE DELIVERY

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system. The course will utilize a combination of readings, lectures, hands-on experiences, research activities, threaded discussions, and projects to help participants understand the strengths and limitations of current e-learning technologies, as well as the likely evolution of e-learning.

To participate in this course, students will need the following resources:

- Internet access with a standard browser (Mozilla Firefox or Internet Explorer)
- GMU e-mail account
- Blackboard access (go to http://courses.gmu.edu to review system requirements for running Blackboard from your home or workplace)

Students will be given authorization to access the course by the instructor. To access the course, go to the Blackboard login page at http://courses.gmu.edu. Your GMU e-mail user name is also your Blackboard ID and your GMU e-mail password is also your Blackboard password. Once logged in, you will see a listing of all the courses for which you have registered. Select **EDIT 611-201**, read the ***Welcome*** page carefully and follow the instructions for starting the course.

STUDENT OUTCOMES

At the conclusion of this course, students will be able to:

- Differentiate among the terms e-learning, distance learning, distance education, distributed learning, blended/hybrid learning, and synchronous vs. asynchronous learning.
- Describe current leading edge programs in e-learning in K-12 settings, postsecondary education, corporate and government training environments.
- Discuss the ways in which teaching and learning across barriers of distance and time are similar to – and different from – face-to-face instruction.
- Demonstrate proficiency in using various commercial and open source interactive media (wikis, blogs, synchronous multi-user environments, groupware, and interactive presentation media), instructional delivery management systems and applications.
- Apply effective instructional design for various interactive media, instructional frameworks and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of e-learning approaches.
- Communicate how innovations such as Internet2 and mobile applications, as well as advances in multi-user virtual environments, computer-supported collaborative learning, and online communities are shaping the evolution of e-learning.
- Construct e-Learning modules
    - **Note**: Students who have already taken **EDIT 526** should make sure that the e-Learning modules comply with Section 508 accessibility requirements and Americans with Disabilities Act (ADA) guidelines. Compliance is **optional** for **all other** students.

COURSE WEEK

Because online courses do not have a "fixed" meeting day, our week will "start" on **Monday, August 30**, which is the first day of fall session, and "finish" on **Sunday, December 12**, the last day of fall session. As such, our class week will run from Monday through Sunday.

WORKLOAD

Student success in this course is priority one. We have a great deal to cover in a relatively short period of time, so please keep on track. The scope and intensity of this course is such that playing "catch up" will prove to be extremely challenging. Expect to log in to this course **at least four times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk.

PROFESSIONAL STANDARDS

1. **Technology Program and Profession Standards (ISTE NETS)**
   Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE). The complete list of NETS standards is available at http://cnets.iste.org/teachers/t_stands.html.
   - Technology Operations and Concepts (IA & IB)
   - Planning and Designing Learning Environments and Experiences (IIB & IIC)
   - Teaching, Learning and the Curriculum (IIIC)
   - Productivity and Professional Practice (VB, VC & VD)
   - Social, Ethical, Legal and Human Issues (VIA & VID)

2. **Curriculum and Candidate Competencies (AECT)**
   This course adheres to the standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The standards are intended to accompany NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units, and to address Standard 1 of the NCATE standards. The complete list of ECIT standards is available at http://www.ncate.org/public/programStandards.asp?ch=4#AECT.
   1. Design (1.1 – 1.4)
   2. Development (2.3 & 2.4)
   3. Utilization (3.1)
   4. Evaluation (5.1)

3. **Other Professional Standards and Guidelines**
   The ASTD Certification Institute has published standards that focus on evaluating the instructional design and usability factors of asynchronous Web-based and multimedia courseware for corporate and government training at http://www.astd.org/content/research/competency/competencyStudy.htm.

COURSE REQUIREMENTS

General Information

- All assignments are due by **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on the **CALENDAR** section of the Blackboard course site.
- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10% for each day that the assignment is late. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in this Syllabus. **Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

Netiquette
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not to take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you are not competing with each other for grades, but sharing information and learning from one another as well as from the instructor.

Assignments/Deliverables
There are **four (4)** assignments required for successful completion of this course.

1. **e-Learning Technology Experience Series (30 Points)**
   The instructor will post a series of ten (10) questions relating to specific technologies and e-learning design issues to the Bb **DISCUSSION** board. Each student is expected to participate in the discussions in a meaningful way. All students are required to post **at least one (1) direct** response to each discussion question on the date indicated in our **Course Schedule/Calendar**. In addition, all students are required to post at **least two (2) comments** to a posting of any fellow course member(s). Comments to fellow course member responses may be uploaded at any time during the discussion week. Thus, for **each discussion question**, the **minimum** requirement for each student is one discussion question response **plus** two comments, for a minimum of **three postings in total per discussion question.** As graduate-level students, you are welcome to exceed the minimum requirement.

   Student comments should add significantly to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure that you substantiate your comments with **evidence** and, whenever possible, relate your work experiences to the topic under discussion. Comments will be evaluated based on the **quality** of those comments, whether the comments were **timely** and met the deadline indicated in our **Course Schedule/Calendar**, and the ability of student comments to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *e-Learning Technology Experience Series Grading Rubric* posted in the **Grading Rubrics** sub-folder in the ***Resources*** folder on our Bb Home page.

2. **Technology Deep-Dive (20 Points)**
   Each student will select **one (1)** technology (**with instructor approval**) in which he/she is particularly interested. Eligible technologies – along with examples of instructional events created with those technologies - include (but are **not limited** to):
   - Wikis (Example: **http://en.wikipedia.org/wiki/Wiki**)
   - Blogs (Example: **http://clive-shepherd.blogspot.com/**)
   - Multi-user virtual environments/MUVEs (Example: **http://secondlife.com/)**
   - Instructional delivery systems (Example: **http://moodle.org/sites/**)
   - Presentation and rapid e-learning media (Example: **http://www.utm.utoronto.ca/~w3bio315/restricted/anim.htm**)

Using free trial versions of the relevant software package, students will explore the tool and understand its capabilities to create relevant learning experiences. Each student will then prepare a **brief paper** (circa 2-3 pages, single spaced) describing and reflecting on his/her experience, along with a **PowerPoint presentation** (10 slides maximum) covering the highlights of the technology, with either Speaker's Notes or audio narration. APA format is preferred, but standard business formatting is also acceptable. Both the paper and the slide presentation are to be posted to the **ASSIGNMENT DROPBOX** in Bb on the date indicated in the **Course Schedule/Calendar**. **Note**: When uploading to the **ASSIGNMENT DROPBOX**, make sure to attach **all** of your files **before** clicking SUBMIT.

Prior to instructor grading, the papers and slide presentations will be available for five (5) days for viewing, comments and questions by fellow course members, so that everyone can benefit from the various technology deep-dive experiences. A special thread for this purpose will be available on the Bb **DISCUSSION** board.

For information on how your paper and presentation are evaluated, please consult the *Technology Deep-Dive Grading Rubric* posted in the **Grading Rubrics** sub-folder in the ***Resources*** folder on our Bb Home page.

3. **Create an e-Learning/Training Module Team Project (40 Points):**
The class will be divided into teams of 3-4 people. If there are particular individuals with whom you would like to work, please send me a note via the Bb course **MAIL**. If you have no preferences, I will assign you to teams based on current/planned employment sectors.

- Each team must choose a **single** topic (with instructor approval). Samples of topics include (but are **not limited** to):

  - Gender and e-learning
  - Ethical issues in e-learning
  - e-Learning and cultural issues
  - Web accessibility issues
  - e-Learning in the corporate environment
  - e-learning and life-long learning
  - Open source software and e-learning
  - Virtual reality simulations in e-learning
  - e-Learning in the K-12 arena
  - e-Learning in the higher education environment
  - e-Learning in the government sector
  - Copyright and intellectual property issues

- **Plan your project.** Each team will be assigned a **private** area on the Bb **DISCUSSION** board and on the Bb **CHAT** area. The team areas are accessible only to the team members and to the instructor. You will use your private areas to document plans and activities for your team projects. To help you organize, please use the project templates and team tip sheets posted in the **Project Documents**

sub-folder in the ***Resources*** folder on our Bb Home page. I will monitor but not actively participate in your private team discussions unless requested (problems, lack of member participation, etc.) by the group members. **Note:** If your team opts for face-to-face meetings or for teleconferencing, **minutes** of those meetings must be posted to your private area on the Bb **DISCUSSION** board. Please remember that is a totally online course; synchronous meetings take place only if **all** team members agree to such meetings. Please try to keep your team communications collaborative and professional. The same Netiquette rules outlined earlier in this syllabus also apply to your private team discussions.

- **Research and collect relevant literature and resources.** The resources collected by the team become the foundation for the team's choice of a specific design approach and the e-learning technology selected to implement the e-learning/training module. Resources must be reliable and peer-reviewed (e.g., scholarly or trade journal articles, conference presentations, academic and association web sites). Non-peer reviewed social networks (e.g., LinkedIn) are **not** acceptable resources. A good starting point is the Education database in the George Mason University Library. Instructions for accessing the Library remotely are in the **Other Resources** sub-folder in the ***Resources*** folder on our Bb Home page.
- **Design and implement the e-learning/training module**. Your "live", working module – or a hyperlink to your module - must be uploaded to the **ASSIGNMENT DROPBOX** on the Bb course web site on the date indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar.** In addition, using a PowerPoint Presentation of **no more than ten (10)** slides, each team should step the class through the goals/objectives/target audience and other background information about the module.
- **Examples** of e-learning/training modules created in **previous** EDIT611 classes are posted in the **Module Examples** sub-folder in the ***Resources*** folder on our Bb Home page. The *e-Learning/Training Module Grading Rubric* is also posted in the ***Resources*** folder.

The modules will be created **progressively and iteratively**, similar to what occurs in a real-world development project, with due dates indicated in the **Course Schedule and Topics** section of this syllabus and on the Bb **Calendar.**

4. **Qualitative Peer Reviews of e-Learning/Training Module (10 Points)**
   - Each student will be asked to provide constructive evaluative feedback to teams other than his/her own. When a team uploads a draft-deliverable to the designated area of the Bb **DISCUSSION** board, that deliverable will be accessible to all course members.
   - Students will be expected to pose questions and provide constructive comments utilizing the criteria documented in the *e-Learning/Training Module Grading Rubric.* The instructor will also provide feedback on each team's draft-deliverable.

Total Possible Points for all Deliverables: 100

ASSESSMENT

General Information

The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized. The grading rubrics for each of the course deliverables is posted in the ***Resources*** folder on the Bb Home page.

Team projects receive **two (2)** grades: One for the **project itself** based on the criteria set down in the grading rubrics and one for each team member's **individual** contribution to the project and the project process, based on the content and activity in your private team discussion and chat areas. **As such, scores for individual contributions may differ from the project grades.**

Grading scale

The grading scale used in this course is the official George Mason University scale. Decimal percentage values ≥ .5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93% - 100%
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C	70% - 79%
F	< 70%

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

COURSE SCHEDULE AND TOPICS

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
Week 1 08/30-09/05	**TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED** **Activities** • Verify Blackboard access and troubleshoot any technical issues by clicking on the technical support e-mail link at http://courses.gmu.edu • Read course *Welcome* page • View *Introduction* video and explore Bb course site • Review course Syllabus and print it for off-line reference • Post your bio (photo optional) to the designated thread in the Bb **DISCUSSION** area and respond to the bios of your fellow course members • Post any course questions to the designated thread in the Bb **DISCUSSION** area **Assignments** • View the presentation *Online Learning, Lifelong Learning*, the link to which is under **Presentations** in the **MEDIA LIBRARY** area of Bb • Read Chapter 1 in Rudestam & Schoenholtz-Reid
Week 2 09/07-09/12 **Monday, 9/06, is Labor Day, No Classes**	**TOPIC: TEACHING/LEARNING AT A DISTANCE: PERSPECTIVES, DEFINITIONS** **Activities** • Comments on **Technology Experience DQ #1** responses throughout the week • View previous EDIT 611 e-Learning/Training Module projects as well as the contents of the **Project Documents** sub-folder in the ***Resources*** folder on our Bb Home page, and start thinking about your project teams and project topics (see pp. 6-7 of this syllabus). **Assignments** • Responses to **Technology Experience DQ #1** by **09/08** • Send your team member preferences to instructor via Bb **MAIL** by **09/12** • Read Chapters 2, 3, 15 & 16 in Rudestam & Schoenholtz-Reid

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
Week 3 09/13-09/19	**TOPIC: CREATING THE RIGHT "PRESENCE" ONLINE** **Activities** • Comments on **Technology Experience DQ #2** responses throughout the week • Finalize project topic with your team **Assignments** • Responses to **Technology Experience DQ #2** by **09/15** • Submit your team's topic for the e-Learning/Training Module project to instructor via Bb **MAIL** by **09/19** • View the presentation *Technology Selection by Design*, the link to which is under **Presentations** in the **MEDIA LIBRARY** area of Bb • Read Chapter 4 in Rudestam & Schoenholtz-Reid
Week 4 09/20-09/26	**TOPIC: E-LEARNING TECHNOLOGY SELECTION BY DESIGN** **Activities** • Comments on **Technology Experience DQ #3** responses throughout the week • Begin using private Team discussion and Chat areas **Assignments** • Responses to **Technology Experience DQ #3** by **09/22**
Week 5 09/27-10/03	**TOPIC: CONTENT CREATION** **Activities** • Comments on **Technology Experience DQ #4** responses throughout the week • Continue using private Team discussion and Chat areas **Assignments** • View the presentation *Online Conflict Management*, the link to which is under **Presentations** in the **MEDIA LIBRARY** area of Bb • Responses to **Technology Experience DQ #4** by **09/29** • Read Ardichvili's article *Learning and knowledge sharing in virtual communities of practice*, the link to which is under **PDFs** in the **MEDIA LIBRARY** area of Bb

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
Week 6 10/04-10/10	**TOPIC: VIRTUAL TEAMS** **Activities** • Comments on **Technology Experience DQ # 5** responses throughout the week • Continue using private Team discussion and Chat areas **Assignments** • Responses to **Technology Experience DQ #5** by **10/06** • Read: o Chapter 9 in Rudestam & Schoenholtz-Reid o ECAR research article on *Intellectual Property Policies*, located under the ***PDF*** link in the **MEDIA LIBRARY** area of Bb
Week 7 10/12-10/17 **Monday, 10/11, is Columbus Day, No Classes**	**TOPIC: ETHICS, INTELLECTUAL PROPERTY, & OTHER ONLINE DILEMMAS** **Activities** • Comments on **Technology Experience DQ #6** responses throughout the week • Continue using private Team discussion and Chat areas **Assignments** • Responses to **Technology Experience DQ #6** by **10/13** • Submit **Technology Deep-Dive** paper and slides (assignment #2, pp. 5-6 of this Syllabus) to the **ASSIGNMENT DROPBOX** by **10/14**
Week 8 10/18-10/24	**TOPIC: KNOWLEDGE SHARING WEEK** **Activities** • Comments on Technology Deep-Dive submissions throughout the week (**Note:** This thread on the Bb DISCUSSION board is to exchange ideas or pose questions to fellow course members. Participation is **voluntary**. There is no grade for participating in this thread. Nevertheless, your peers would greatly appreciate your feedback, so please participate.) • Continue using private Team discussion and Chat areas **Assignments** • In your respective teams, prepare a 2-3 page, single-spaced draft overview of your chosen topic for the e-Learning/Training Module project. State why your team selected the topic, the learning/training problem(s) your module seeks to solve and your overall approach to solving the problem(s). Have one representative of your team post your overview to the **Peer Review #1** discussion thread by **10/24**

WEEK	TOPICS/ACTIVITIES/ASSIGNMENTS
Week 9 10/25-10/31	**TOPIC: TEAM PROJECT STATUS REPORTS** **Activities** • Peer review comments on team project overviews throughout the week • Continue using private Team discussion and Chat areas **Assignments** • Read Chapter 17 in Rudestam & Schoenholtz-Read
Week 10 11/01-11/07	**TOPIC: E-LEARNING ADMINISTRATION** **Activities** • Comments on **Technology Experience DQ #7** throughout the week • Continue using private Team discussion and Chat areas **Assignments** • View the presentation *Mashingup Content*, the link to which is under **Presentations** in the **MEDIA LIBRARY** area of Bb • Responses to **Technology Experience DQ #7** by **11/03**
Week 11 11/08-11/14	**TOPIC: CONTENT PRESENTATION** **Activities** • Comments on **Technology Experience DQ #8** responses throughout the week • Begin using private Team discussion and Chat areas **Assignments** • Responses to **Technology Experience DQ #8** by **11/10** • Read Chapter 7 in Rudestam & Schoenholtz-Read • Read the article *Adopting Open Source Software Applications in Higher Education*, located under the ***PDF*** link in the **MEDIA LIBRARY**
Week 12 11/15-11/21	**TOPIC: CONTENT SHARING** **Activities** • Comments on **Technology Experience DQ #9** responses throughout the week • Continue using private Team discussion and Chat areas **Assignments** • Responses to **Technology Experience DQ #9** by **11/17** • In your respective teams, prepare a 1- page, single-spaced summary of the tools/techniques used to make your e-Learning/Training Module engaging for users. Have one representative of your team post your overview to the **Peer Review #2** discussion thread by **11/21**

Week 13 11/22-11/28	**THANKSGIVING RECESS – NO CLASSES**
Week 14 11/29-12/05	**TOPIC: FUTURES** **Activities** • Peer review comments on e-Learning/Training Module engagement throughout the week • Comments on **Technology Experience DQ #10** responses throughout the week • Continue using private Team discussion and CHAT areas • Finalize e-Learning/Training Modules **Assignments** • Responses to **Technology Experience DQ #10** by **12/01**
Week 15 12/06/-12/12	**TOPIC: COURSE WRAP-UP** **Activities** • Complete the Online Course Evaluation Survey • Post any final comments/thoughts to the designated thread on the Bb **DISCUSSION** board **Assignments** • Submit your e-Learning/Training Module URL link and introductory slides (assignment #4, pp. 6-7 of this syllabus) to the **ASSIGNMENT DROPBOX** by **12/12**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set for the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or web site at www.gmu.edu.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester, so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).