Virginia Consortium for Teacher Preparation in Vision Impairment
Braille Reading and Writing: Spring, 2011 EDSE 616 5S1
Thursdays, 7:20pm-10:00pm; Dates: 01/24/11-05/18/11

Host University

George Mason University
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Participating Universities

- GMU – EDSE 616 Braille Reading and Writing
- JMU – EXED 632 Braille Reading and Writing
- RU – EDSP 656 Braille Reading and Writing
- NSU – SPE 712 Braille Reading and Writing
- ODU – SPED 6389 Braille Reading and Writing

COURSE DESCRIPTION
(Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments & Pre-req: EDSE 512: Braille Code)
This course provides basic instruction on transcription of advanced braille codes, including: music, foreign language, chemistry, computer braille, and Nemeth Code (braille math code). Introduces techniques for teaching skills in each code. Explores technology tools used to create braille and tactile materials in addition to other assistive technologies used for instruction in math and science.

NATURE OF COURSE DELIVERY:
Learning activities in this class will include the following:
1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Application activities, including regular assignments
4. Written responses to posted discussion questions posted on Blackboard.
5. In-depth study and work on course requirements require outside class time.

LEARNER OUTCOMES:
This course is designed to enable students to:
- demonstrate basic understanding of reading and writing contracted braille using the following braille codes:
    a. Nemeth Code
    b. Braille Code for Chemical Notation
    c. Computer Braille Code
    d. Foreign Language
    e. Phonetics and Diacritical Markings
    f. Music Braille Code
- demonstrate knowledge of materials and instructional strategies for teaching mathematics and science to students with visual disabilities using the following devices:
    a. abacus

b. talking calculator
c. computer technology
d. adapted science equipment

- demonstrate knowledge of basic guidelines for production of tactile graphics including:
  a. production methods
  b. tools and equipment
  c. Strategies for teaching the reading of tactile graphics to students.

COURSE REQUIREMENTS AND CLASS EVALUATION

REQUIRED TEXTS:

Craig, R. (1987). Learning the Nemeth Braille Code: A Manual for teachers and students. American Printing House for the Blind. Catalog number: 7-686-53-00 Phone ordering: 800-223-1839

Online text:

Library of Congress, National Library Service for the Blind and Physically Handicapped. (2009). *Drills reproduced in Braille: Supplement to the instructional manual for braille transcribing* (5th ed.). Washington, DC: Available at http://www.nfb.org/nfb/Braille_Transcribing.asp?SnID=1397549713

Library of Congress, National Library Service for the Blind and Physically Handicapped. (2009). *Instruction manual for Braille transcribing* (5th ed.). Washington, DC: Available at http://www.nfb.org/nfb/Braille_Transcribing.asp?SnID=1397549713

Other required texts available for free from Braille Authority of North America http://brailleauthority.org/ and are linked to the course Blackboard site.

- English Braille, American Edition (PDF version)
- Braille Formats
- Computer Braille
- Mathematics and Science Braille
- Music Braille
- BANA Braille Codes Update 2007
- Clarification Addendum 9-30
- Nemeth Updates 2010

REQUIRED MATERIALS:

1. Cranmer Abacus - American Printing House for the Blind
2. Slate & Stylus
3. Note cards
4. Braille paper, braille on labels, braille eraser
5. Computer access to the internet and corresponding technology
6. **Software:** The following programs are available free of charge.
   - **Perky Duck:** http://www.duxburysystems.com/products.asp
   - **Nemeth Code Tutor:** http://www.tsbvi.edu/resources-math/1531-download-computerized-nemeth-code-tutor

Grading Scale

Grade	Points
A+	250
A	237-249
A-	225-236
B+	224
B	212-223
B-	200-211
C	175-199
F	<174

Point Distribution

Assignment	Points
Homework/transcription (10 @ 10 points each)	100
Weekly Participation (2 points/14 weeks)	28
Midterm	20
Tactile Graphic Project	15
K-3 book transcription	20
Literary lesson plans/teaching experience	20
Math/Nemeth lesson plan	15
Final	32
Total	250

Participation

Points	Criteria
2	Student completes in class practice braille exercises and participates in activities and discussions (verbally, in writing or online when appropriate or assigned). All communication is respectful and demonstrates progress toward professional development.

Attendance:
One excused absence will be permitted. Students may earn the 2 point participation points for the excused absence by submitting a 200 word essay of the class topic after viewing the recorded session online or consulting with a peer to obtain missed content. Subsequent absences will not be afforded the participation make-up option. Significant late arrival or extremely early departure may result in loss of part or all of participation points.

Homework:
Homework assignments in this class will consist of braille transcription, proofreading practice, materials adaptation, written responses, essays, case studies, etc. Homework will be done with varying techniques depending on the assignment and may include braille submissions with Perky Duck or embossed braille submitted by mail, online discussions and typed documents. Weekly distribution of homework points will be provided with each assignment.

Late Homework Assignments:

All assignments are due before the next class begins. Late assignments will be docked .5 points for each day late, up to 3 days, after which the assignment will be unacceptable. Error deductions are still applicable.

Late Policy for Class Projects and Tests:

Projects will receive a 10% deduction from the original points possible for each day it is late.

Proposed Class Schedule: Subject to change depending on class needs

Date	Topic	Assignments and Reading
Jan. 27	• Syllabus review • Literary braille review and formatting/page number practice • Introduction to Nemeth Code • Nemeth numbers, basic indicators, signs of operation • Braille flashcards	Read syllabus **Download:** Nemeth Code Tutor Please bring note cards to class
Feb. 3	• Nemeth Code: Spatial arrangements, special signs and fractions • LMA braille considerations	**Reading assignment:** found on Bb **Due:** Assignment #1
Feb. 10	• Nemeth Code: Advanced Nemeth transcription • Tactile graphics overview	**Reading assignment:** found on Bb **Due:** Assignment #2
Feb. 17	• Nemeth Code: Advanced Nemeth transcription cont'd	**Reading assignment:** found on Bb **Due:** Assignment #3
Feb. 24	• Nemeth Code: Advanced Nemeth transcription cont'd	**Reading assignment:** found on Bb **Due:** Assignment #4
March 3	• Midterm	**Reading assignment:** found on Bb **Due:** Assignment #5
March 10	• Abacus and adaptive math aids • Nemeth transcription conclusion	**Reading assignment:** found on Bb **Due:** Assignment #6
March 17	Spring Break	
March 24	• Present tactile graphics project • Braille and foreign languages	**Reading assignment:** found on Bb **Due:** Assignment #7 **Due:** Tactile graphics project
March 30	• Chemical code • Braille and scientific materials • Formatting	**Reading assignment:** found on Bb **Due:** Assignment #8 **Due:** K-3 book transcription
April 7	• Computer Code • Formatting, braille charts, tables and columns	**Reading assignment:** found on Bb **Due:** Assignment #9

April 14	• Braille Music Code	**Reading assignment:** found on Bb **Due:** Assignment #10
April 21	• Present lesson plans (literary and Nemeth) • Grade III braille	**Due:** Lesson plans: Nemeth and literary
April 28	• Continue lesson plan presentations • Final Exam review	
May 6	Final Exam	**Due:** Final Exam
May 13	Go over final Course conclusion	

COURSE PROJECTS:

Tactile Graphics Project
Students will select a map, graphic or game and make a tactile representation for a student who is blind or visually impaired. The item you choose must be adapted appropriately and include braille labels when necessary. Students may use technologies or appropriate materials to create this project. Symbols and a legend should be included when necessary.

A write-up (can be PowerPoint or word processed document) and presentation summarizing the use of adaptations and tactile elements used and instructional strategies must be submitted/provided to the class. Students who participate in this course through teleconferencing will need to take up-close digital photos of their project and submit to the instructor or use the in-class camera system to show the project.

Tactile Graphic Project Rubric

Criteria	**Exemplary** **5 points**	**Average** **3-4 points**	**Unsatisfactory** **0-2 points**
Material selection	Student chose tactile materials that are optimal for graphic and provide ideal tactile definition for the user	Student chose tactile materials that are adequate for graphic and provide sufficient tactile definition for the user	Student chose tactile materials that are inappropriate for graphic and do not provide enough definition
Graphic adaptation	Tactile graphic is clean and organized; graphic was ideally adapted, spaced and arranged; braille labels are transcribed properly when necessary	Tactile graphic is adequately organized and relatively clean; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly when necessary	Tactile graphic is sloppy or poorly organized; graphic adaptations, spacing and arrangement was inadequate or inappropriate; braille label transcription was omitted when necessary or contained errors
Teaching methods and write-up	Student provided optimal teaching strategies to use with a student who is b/vi, the write up/presentation details ideal teaching methods	Student provided adequate teaching strategies to use with a student who is b/vi; write up/presentation provides adequate	Teaching strategies were inappropriate or inadequate for student who is b/vi; write up/presentation vaguely describes, omits or

	and optimal information on orienting a student to the graphic	teaching methods and information on orienting a student to the graphic	provides poor teaching methods and information on orienting a student to the graphic

Braille Literacy Lesson Plan and Teaching Experience
Students will create and teach a lesson to a student who is blind or visually impaired. Please inform the instructor in advance if you need assistance finding a volunteer student who is blind or visually impaired. Lessons can range from assessment procedures, building tactile awareness, pre-reading skills, introduction to braille, specific braille lessons and advanced codes. You may need to observe your student in advance and consult with teachers/parents/guardians in order to develop an appropriate lesson.

Students must report fieldwork to the instructor and their University Consortium faculty member before arranging/teaching a lesson.

Required Components:

- Summary of student information, current functioning abilities and literacy needs, cause of visual impairment, presence of multiple disability (if applicable) based on observations, consultation and data collection
- Lesson objectives, pre-requisites, lesson materials, any accommodations, procedure and evaluation method

Braille Reading Lesson Plan Rubric:

18-20 points	15-17 points	12-14 points	< 11 points
• Lesson was taught to a student who is blind or visually impaired • Lesson plan contains all required components. • Objectives in measurable terms. • The methodologies and materials used are appropriate to the objective(s). • The child with a visual impairment demonstrates learning. • The author evaluates his or her lesson plan realistically and suggests revisions for the next lesson.	• Lesson was taught to a student who is blind or visually impaired • Lesson plan contains most required components. • Objectives are stated are not completely measurable. • The methodologies and materials seem unrelated to the stated objective(s). • Outcomes for the child with a visual impairment are ambiguous • The author does not recognize weaknesses in the methodology used or his/her reflection is cursory and without	• Lesson was taught to a student who is blind or visually impaired • Lesson plan is missing critical components. • Objectives are not measureable. • The methodologies and materials do not lead to child success. • Outcomes for the child with a visual impairment are ambiguous to poor. • The author does not critically assess the lesson's strengths and weaknesses.	• Lesson was not taught to a student who is blind or visually impaired • Lesson plan is missing critical components. • Objectives are not included in the lesson plan. • Methodologies and materials are incomplete or inappropriate to the (assumed) objectives. • Outcomes for the child with a visual impairment are poor and the objective(s) are not accomplished. • The author's

	suggestions for improvement.		assessment lacks self-analysis and revision.

Braille Math/Nemeth Lesson Plan
Students will create a math/Nemeth lesson plan for student who is blind or visually impaired. Lesson can range from number identification, Nemeth code instruction, to teaching a student how to arrange problems spatially with braille, abacus or math adaptive technology instruction, etc.

Students must report fieldwork to the instructor and their University Consortium faculty member before arranging/teaching a lesson.

Lesson Components:

- Brief description of the student who will benefit from this lesson or for those teaching this lesson to a student: summary of student information, current functioning abilities and braille math needs, cause of visual impairment, presence of multiple disabilities (if applicable) based on observations, consultation and data collection.
- Lesson objectives, pre-requisites, lesson materials, any accommodations, procedure and evaluation method

14-15 points	12-13 points	11-12 points	< 10 points
• Lesson plan contains all required components. • Objectives are stated in measurable terms. • The methodologies and materials used are appropriate to the objective(s). • Evaluation method is optimal. • The author evaluates his or her lesson plan realistically and suggests revisions for the next lesson.	• Lesson plan contains most required components. • Objectives are not completely measurable. • The methodologies and materials seem unrelated to the stated objective(s). • Outcomes or evaluation for the child with a visual impairment are ambiguous • The author does not recognize weaknesses in the methodology used or his/her reflection is cursory and without suggestions for improvement.	• Lesson plan is missing critical components. • Objectives are not measureable. • The methodologies and materials do not lead to child success. • Outcomes for the child with a visual impairment are ambiguous to poor. • The author does not critically assess the lesson's strengths and weaknesses.	• Lesson plan is missing critical components. • Objectives are not included in the lesson plan. • Methodologies and materials are incomplete or inappropriate to the (assumed) objectives. • Outcomes for the child with a visual impairment are poor and the objective(s) are not accomplished. • The author's assessment lacks self-analysis and revision.

K-3 Braille Book Transcription
Students will select a book for a student in Kindergarten to grade 3 and transcribe the text into contracted braille. Students must have a peer in the class proofread their book before

submitting. Produce the braille book in Perky Duck and include a typed print copy of the book for the proofreader and instructor. After the Perky Duck file is scored by the proofreader and instructor, students will braille the book on sticky labels to place on the book, or they may create their own separate version of the book on braille paper and include tactile graphics. Books must be at least 30 words.

Up to 5 points will be given for accurately proofreading another student's transcription. Please use the braillist proofreaders form found on Blackboard to document errors and submit to the instructor.

14-15 points	12-13 points	10-11 points	<10 points
• Student chooses an appropriate grade-level book. • Transcription is sharp, good quality braille that does not interfere with print. • Tactile graphics, if used, are appropriate to the content and apply principles discussed in this course. • Braille text has 0-2 errors in transcription.	• Student chooses an appropriate grade level book. • Transcription is sharp, good quality braille. • Tactile graphics, if used, are not appropriate to the content or do not apply principles from class. • Braille text has 3-5 errors in transcription.	• Student chooses either an inappropriate grade level book. • The transcription quality is poor and difficult to read by touch, or the transcription obscures the print. • Tactile graphics are inappropriate to the content or meaningless to the child with a visual impairment. • Braille text has 6-8 errors in transcription.	• The book selected for transcription is inappropriate in content for grade level. • Transcription quality is poor. • Tactile graphics are unrelated to the principles discussed in this course. • Braille text has more than 8 errors in transcription.

SUGGESTED READINGS:
Suggested and required readings are posted on Blackboard each week.

Keep Products from This Course for Future Use in Your Professional Portfolio!
Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.

PROFESSIONAL STANDARDS:
Course's Relationship to Program Goals and Professional Organization
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: http://www.cec.sped.org . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standard that will be addressed in this class will be:

Special Education Content Standard #4: Instructional Strategies
Special educators posses a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**[3/] and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.
Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

CEC Performance-Based Standard #4 for Visual Impairment:

VI4K1	*Knowledge:*	Strategies for teaching braille reading and writing.
VI4K6	*Knowledge:*	Strategies for teaching technology skills to individuals with visual impairments.
VI4S2	*Skills :*	Prepare adapted or modified materials in braille . . . .
VI4S3	*Skills*	Transcribe, proofread, and interline materials in braille . . . .
VI4S4	*Skills*	Use braillewriter, slate and stylus, and computer technology to produce braille materials.
VI4S5	*Skills*	Prepare individuals with visual impairments to access information and services from the community.
VI4K7	*Skills:*	Strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment.

CONSORTIUM COURSE POLICIES

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

- GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
- Radford: http://www.radford.edu/dos-web/honorcode.html
- NSU: http://www.nsu.edu/studentjudicial/
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml

- JMU: http://www.jmu.edu/honor/code.shtml#TheHonorCode

ACCOMMODATIONS FOR DISABILITY
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me privately on or before the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past, documentation is required from your university accommodations office. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: http://www.gmu.edu/student/drc/
- Radford: http://www.radford.edu/~dro/
- NSU: http://www.nsu.edu/disabilityservices/index.html
- ODU: http://studentaffairs.odu.edu/educationalaccessibility/
- JMU: http://www.jmu.edu/ods/

INCLEMENT WEATHER
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

CELL PHONES AND WEAPONS
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive.

COURSE MATERIALS
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

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

NON GMU Students: Your login for Blackboard Community is: x_first name.last name For example John Smith's username would be: x_john.smith Your password is: bbcommunity

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.
Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at:
http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

TASKSTREAM SUBMISSION
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the VI Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the TaskStream folder within the Syllabus section.

The **signature assignment**(s) for this class is: **Final Exam**

Course Facilitators
Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

BLACKBOARD ASSISTANCE
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Holly Lawson (hlawson2@gmu.edu). You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through http://mymason.gmu.edu (new website) for fall courses.
- If students access Blackboard through http://gmucommunity.blackboard.com (old website) they will see only content from spring and summer. DO NOT use this website to access Blackboard.
- When accessing Blackboard through http://mymason.gmu.edu students will also have

access to previous courses.
- Students will use the same login they have used for spring and summer courses.
- When students login to http://mymason.gmu.edu, select the "Organizations" tab to access their classes.
- Students will notice a slightly different look to the new Blackboard system, but everything should function the same.

REMOTE SITE VIEWING

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for [PBS] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Curriculum and Assessment: http://webcon.gmu.edu/cavi
- Braille Reading & Writing: http://webcon.gmu.edu/brr
- Characteristics of Students with VI: http://webcon.gmu.edu/vichar11

You will login with the guest username (vicguest@gmu.edu) and password (vicsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

GMU STUDENTS: COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

APA STYLE:
Perhaps the most challenging part of using APA style (6th Edition) is knowing how to cite references within the text of your practicum assignments and in the reference list at the end. APA also gives guidelines for appropriate headings in papers. You could consult the APA manual in the library, but an easier approach is the link for the APA style guide: http://owl.english.purdue.edu/owl/resource/560/01/ [If you scroll to the bottom of the webpage there is a menu with links to all the different ways to do citations and general formatting rules.]