Virginia Consortium for Teacher Preparation in Vision Impairment

Curriculum and Assessment—Graduate Syllabus
Spring, 2011

Thursdays, 4:00pm-6:40pm
Dates: 01/24/11-05/18/11

Host University	**Participating Universities**
George Mason University **Instructor:** Holly Lawson **Office phone:** 703.993.5625 **Office hours:** by appointment, before and after class **Email address:** hlawson2@gmu.edu	• GMU – EDSE 518 5S1 Curriculum & Assessment for Students w/ Visual Impairments • JMU – EXED 534 Curriculum & Assessment for Students w/ Visual Impairments • RU – EDSP 657 Curriculum & Assessment for Students w/ Visual Impairments • NSU – SPE 702 Curriculum & Assessment for Students w/ Visual Impairments • ODU – SPED 536 Curriculum & Assessment for Students w/ Visual Impairments

Click on the link below to go directly to the section of the syllabus:

LEARNER OUTCOMES	**REQUIRED TEXTBOOKS**	**PROPOSED SCHEDULE**
ASSIGNMENTS	**GRADING**	**ARTICLES**
MENU ITEMS	**CONSORTIUM COURSE POLICIES**	**APA INFO**

COURSE DESCRIPTION
(Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

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.

PROFESSIONAL STANDARDS:
<u>**Special Education Content Standard #7:**</u> <u>**Instructional Planning**</u>

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

<u>**Special Education Content Standard #8: Assessment**</u>

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs (ELN), including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth

and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Beginning special educators demonstrate their mastery of 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 preparation program is preparing candidates.

LEARNER OUTCOMES:
Upon successful completion of this course, the participants will be able to:

1. Demonstrate knowledge of assessment tools and evaluation of students with visual impairments
   a. Administer, score and interpret assessments including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments
   b. Utilize techniques to collect record and analyze information.
   c. Use specialized terminology in educational assessment.
   d. Utilize specialized policies and procedures for screening, pre-referral, classification and placement of students with visual impairments.
   e. Use specific assessments that measure learning modalities, functional vision, areas of the expanded core curriculum and learning media.
   f. Conduct assessments and interpret findings in the area of technology.

2. Demonstrate the ability to evaluate the validity of individual tests, for use with students with visual impairments and is able to:
   a. Apply ethical considerations, legal provisions, and guidelines as related to the validity and relevancy of assessments used with the diverse population of students with visual impairments.
   b. Demonstrate knowledge of the effect visual impairment plays in the validity of standardized assessments.
   c. Utilize alternative assessment tools and techniques.
   d. Adapt and use a variety of assessment procedures, in evaluating students with visual impairments and deaf-blindness.

3. Demonstrate the ability to apply assessment data to plan and evaluate the educational program of students with visual impairments
   a. Determine appropriate interpretation and application of assessment scores for students with visual impairment.
   b. Demonstrate relationships among assessment, IEP development, placement and eligibility for vision services.

c. Demonstrate knowledge of using assessment data to conduct diagnostic instruction.
d. Use assessment information to develop literacy modality plans for students with visual impairments.
e. Utilize assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
f. Create disability related records for students with visual impairments.
g. Gather background information and family information relevant to the individual student's visual and educational needs.
h. Provide information to families and related service providers about current student levels in all developmental areas.

REQUIRED TEXTS:
Goodman, S., & Wittenstein, S. (2003). Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.
Koenig, A., & Holbrook, C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

REQUIRED ARTICLES (AVAILABLE ON BB):
DeFur, S. H. (2004). Education reform, high-stakes assessment, and students with disabilities: one state's approach. *Remedial and Special Education, 23*(4), 203-211.
Edgemon, E. A., Jablonski, B., Lloyd, J. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. *Teaching Exceptional Children, 38*(3), 6-11.
Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, *100*(9), 523-532.
Freeland, A. L., Emerson, R. W., Curtis, A. B., & Fogarty, K. (2010). Exploring the relationship between access technology and standardized test scores for youths with visual impairments: Secondary analysis of the National Longitudinal Transition Study 2. *Journal of Visual Impairment & Blindness*, *104*(3), 170-182.
Holbrook, M. C., & Spungin, S. J. (2009). Supporting Students' Literacy Through Data-Driven Decision-Making and Ongoing Assessment of Achievement. *Journal of Visual Impairment & Blindness*, *103*(3), 133-136.
Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment & Blindness*, *101*(2), 69-79.
Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness*, *102*(5), 261-271.
Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized

tests. *Re:View*, *35*(1), 7.

Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, *103*(1), 44-47.

Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness*, *100*(10), 606-619.

Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness*, *100*(11), 653-665.

McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, *101*(10), 587-600.

Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, *75*(2), 233-52.

Ysseldyke, J., Nelson, R., & Christenson, S. (2004). What we know and need to know about the consequences of high-stakes testing for students with disabilities. *Exceptional Children*, *71*(75-95).

Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and Implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, *100*(10), 598-601.

SUGGESTED READINGS:

Gense, J., & Gense, M. (2005). *Autism spectrum disorders and visual impairment meeting students' learning needs*. New York, NY: AFB Press.

Loftin, Marnee. (2005). *Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students.* Austin: Texas School for the Blind and Visually Impaired.

Roman-Lantzy, C. (2007). *Cortical visual impairment: an approach to assessment and intervention*. New York: AFB Press.

Presley, I., & D'Andrea, F. M. (2008). *Assistive technology for students who are blind or visually impaired : a guide to assessment*. New York: AFB Press.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

Sanford, L., & Burnett, R. (2008). Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12. Louisville, KY: American Printing House for the Blind, Inc.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide.* Austin, TX: Texas School for the Blind and Visually Impaired.

Wolffe, K. (1998). Skills for success: *A career education handbook for children and adolescents with visual impairment.* NY: AFB Press.

PROPOSED SCHEDULE *(SUBJECT TO CHANGE)*

Date	Topic	Presenter	Readings & Assignments
Jan 27	• Blackboard & Adobe Connect • Review of Syllabus & Course Requirements • Historical Foundations • Legal & Ethical Considerations • Terminology	Holly Lawson	Chapter 1 & 2 (Goodman) Appendix A (Goodman) Kamei-Hannan (2007)
Feb 3	• Policies & Procedures • Collaboration & the Assessment Team • Gathering Background Information In-Class Activity: Teaming	Holly Lawson	Chapters 3, 10 & 11 (Goodman) Comprehensive Assessment **On-line Discussion 1—Role of TBVI & Assessment**
Feb 10	• Types of Assessments for Students with Visual Impairments • State Standardized Testing Requirements In Class Activity: Assessment Analysis	Holly Lawson	Chapter 4 & 5 (Goodman) Defur (2004) Ysseldyke et. al. (2004)
Feb 17	• Infant and Early Childhood Assessment • Accommodations & Modifications in Assessment • Accessibility & Testing Bias	Lisa Auwarter Holly Lawson	Erin et. Al. (2006) Kamei-Hannan (2008) Knowlton et. Al. (2003)
Feb 24	• Learning Media Assessment In Class Activity: Project SLATE	Holly Lawson	Chapters 1, 2, & 3 (Koenig & Holbrook) Holbrook & Spungin (2009) **Assessment History Report Due**
March 3	VA AER Conference—No Synchronous Class Meeting		**Online Discussion 2—State Testing**
March 10	Spring Break		
March 17	• Learning Media Assessment In Class Activity: Project SLATE	Holly Lawson	Chapters 4 & 5 (Koenig & Holbrook) Lusk & Corn (2006a &b)
March 24	• Learning Media Assessment In Class Activity: Project SLATE	Holly Lawson	Chapter 6 (Koenig & Holbrook) McKenzie (2007)

			On-line Discussion 3—LMA Questions
March 31	• Assessing Assistive Technology Needs of Students with Visual Impairments • Interpreting & Applying Recommendations Case study in class activity	Holly Lawson	Chapter 8 (Goodman) Freeland et. al. (2010)
April 7	• Alternative Assessments • Ecological Assessment • Creating IEP Goals & Planning Activities Class Activity: IEP Development	Carla Brown Holly Lawson	Chapter 7 (Goodman) Towles-Reeves et. al. (2009) Zebehazy et. al. (2006) **LMA Report Due**
April 14	• Specific Tools for Assessing Braille Skills	Anna Swenson	Readings posted on Blackboard **IEP Goals & Objectives Due**
April 21	• Assessing Social, Recreational & Self Determination Skills Class Presentations: Curriculum Review	Holly Lawson	Lohmeier (2009) **Class Presentation—Curriculum Review Due**
April 28	• Assessing Daily Living, Career, and Transition Skills	Holly Lawson	
May 5	• Psychological Assessment for Students with Visual Impairments • Woodcock Johnson • Wrap-up	Ana Cano-Mirabel	Chapter 6 (Goodman)

ASSIGNMENTS & COURSE REQUIRMENTS

⇒ **Scoring Rubrics for all assignments are posted on the blackboard site.**

Online Discussions (total of 30 points)

⇒ Online Discussion #1 (20 points)
⇒ Online Discussion #2 (20 points)
⇒ Online Discussion #3 (20 points)

See Rubric on Blackboard under the Assignment link for specific information on how discussions will be scored

⇒ **Curriculum Review:** All students will identify and review curriculum that has not been used previously for student on caseload with visual impairment. The materials may be designed specifically for a student with a visual impairment or may be sold to for working with students without disabilities. Please Review the Rubric on Blackboard for specifics. **(50 points)**

⇒ **Assessment History Report**: All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, and addition of information to the history document
4. Critical analysis of child's assessment history and write-up **(70 points)**

⇒ **Learning Media Assessment Report:** All students will be required to complete a LMA report on a student in their classroom. You will be provided the child's records and age appropriate materials from the *Johns Reading Inventory*. You will review the student's records and include information from the assessment history report, conduct observations of the student's use of sensory channels, administer part of the *Johns Reading Inventory* and interview at least one individual (student, teacher, parent) about the child's literacy skills and needs. Based on the information you gather you will write a LMA report. Please Review the Rubric on Blackboard for specifics. (**100 points)**

⇒ **Goals & Objectives:** All students must develop 3 goals based on the results of the Learning Media Assessment results on their student. Each goal should include at least 3 individual objectives. Please Review the Rubric on Blackboard for specifics. **(50 points)**

⇒ **Menu Item:** See the list of menu items below. **(70 points)**

MENU ITEMS
Graduate students must select <u>one</u> menu item.

a. **Technology Assessment:** Conduct an assistive technology assessment for a student with a visual impairment following the assessment protocol outlined in the book, *Assistive Technology For Students Who Are Blind or Visually Impaired: A Guide to Assessment,* published by AFB Press. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.
b. **Social Skills Assessment:** Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social*

Skills to Students with Visual Impairments, published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.

c. **Expanded Core Curriculum Screening:** Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12.* Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.

d. **Performance-based Assessment:** Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.

e. **Collaborative Observation:** Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for on-going assessment.

f. **Student Selected Menu Item:** Develop an individual project to increase your knowledge or understanding of assessment and/or curriculum for students with visual impairment or deafblindness. Submit a one-paragraph description of your proposed project to the instructor via e-mail by **Feb. 3rd** for approval. Examples of projects might include an observation of a school psychologist conducting the Woodcock Johnson III, development of a videotape on common accommodations for students with visual impairments, or creation of a brochure for parents and teachers highlighting the importance of specialized assessments for students with visual impairments. **If you don't get your project approved ahead of time, it may not be accepted, resulting in a grade of zero points.**

ATTENDANCE POLICY
Attendance **(30 points)** at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week. Students who successfully complete 9-10 in-class activities will earn 30 points, students who successfully complete

8 in-class activities will earn 15 points, while students who complete between 0-7 in-class activities will receive 0 points. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

GRADING SCALE

Grades will be assigned, using a point system, of a total of 100 available points:

	400 Total Points Possible	**% of grade**
1. In-class participation	30	= 7.5%
2. On-line discussions (3)	30	= 7.5%
3. Assessment History Report	70	= 17.5%
4. Curriculum Review	50	= 12.5%
5. Learning Media Assessment	100	= 25%
6. IEP Goals and Objectives	50	= 12.5%
7. Menu Item	70	= 17.5%

A – 400 - 360 points
B – 359 – 320 points
C – 319 – 280 points
F – below 279 points

CLASS AND GRADING POLICIES:
As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the date (see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.
1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. **Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.**
3. Remediation of assignments (not exams, quizzes or attendance) is possible; however additional work will be required. Such remediation should be discussed individually with the instructor. Typically, only one revision or resubmission per assignment will be accepted.
4. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted as soon as possible; however, sometimes commitments to other class or duties interfere with grading time.

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://academicintegrity.gmu.edu/honorcode/
- 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
Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:
- GMU: http://ods.gmu.edu/
- 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: **Learning Media Assessment & IEP Goals and Objectives Combined**

Note: Please submit these items together as ONE pdf file into Taskstream.

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.

GMU STUDENTS ONLY:
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].