**College of Education and Human Development**
**Division of Special Education and disAbility Research**

# EDSE 628-001: *Elementary Reading, Curriculum, and Strategies for Students who Access the General Education Curriculum*

**CRN:** 76681, 3 - Credit(s)
Fall 2012

| | |
|---|---|
| **Instructor:** Dr. Suzanne Jimenez | **Meeting Dates:** 08/27/12 - 12/19/12 |
| **Phone: 703-431-6736** | **Meeting Day(s):** Tuesday |
| **E-Mail:** sjimeme4@gmu.edu | **Meeting Times:** 7:20pm - 10:00pm |
| **Office Hours: by appointment** | **Meeting Location:** L1 232 |

**Course Description:**
Applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

**Prerequisite(s):** None.

**Advising Contact Information:**
Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**Nature of Course Delivery:**
Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

**Field Experience Requirement:**
A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

**Learner Outcomes:**
Upon completion of this course, students will be able to

- describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

**Required Textbooks:**
Mastropieri, M.A, & Scruggs, T. (2010). The Inclusive Classroom (4th ed.). New Jersey: Pearson Education, Inc.

**Recommended Textbooks:**

Jacobs, G. M., Power, M. P., & Loh, W., I. (2002). *Teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions.* Thousand Oaks, CA: Corwin Press.

Marriott, D. (1997). *What are the other kids doing? While you teach small groups.* Cypress, CA: Creative Teaching Press.

Several readings will be assigned throughout the semester. These readings can be found on the Blackboard site for the class. The blackboard site contains the assignments/rubrics, approved lesson plan templates, resources, and helpful websites.

**Required Materials:**
As discussed in class.

**Additional Readings:**
www.k8accesscenter.org The Access Center. *(Computer assisted instruction, CAI)*
http://www.teachingld.org LD Resources.Current Practice Alerts. #2, 8, 10, 12, 13, 17
http://www.iris.peabody.vanderbilt.edu Modules and InfoBriefs.
(Peer Assisted Learning Strategies – *PALS*; *Collaborative Strategic Reading –CSR*; *Providing Instructional Supports - scaffolding and modeling*; *Self-Regulated Strategy Development Model*)
National Reading Panel Report (NRP). (2000). http://www.nationalreadingpanel.org
Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (Meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)
Bursuck, W. D., & Damer, M. (2007). (*Direct instruction/systematic/explicit instruction*)
Coleman, M., & Vaughn, S. (2000). (*Direct instruction/systematic/explicit instruction*)
Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008). www.centeroninstruction.org (*Direct instruction for math, Schema-based math representations, self-talk for math)*
Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*Reading comprehension instruction*)
Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)
Kroesbergen , E. H., & Van Luit, J.E. H. (2003). (*Direct instruction: Math*; *self-instruction, Schema-based math representations, concrete-representational-abstract CRA)*
Maccini, P., Mulcahy, C.A., & Wilson, M.G. (2007). (*Direct Instruction: Math*; *Schema-based math representations, peer-mediated instruction, anchored instruction, CRA)*
Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives)*
Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model)*
Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instructionwww.teachingld.org
Simon, R. & Hanrahan, J. (2004). (*Touch Math*)
Spencer, V. G. (2006). (*Peer tutoring*)
Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)
Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math)*
Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

**Course's Relationship to Program Goals and Professional Organizations:**
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/ The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

**Policies (Attendance and Late Work Policies):**
Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (4:30 PM). Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction in a few cases. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

**SJimenezLrnVis – Learning Visual**

**SJimenezUnPlan – Unit Plan**

**SJimenezLessDemo – Lesson Plan Demonstration**

**SJimenezStratAppWrit – Strategy Application Written Assignment**

**SJimenezStratAppPres – Strategy Application Presentation**

**Grading Scale:**
95 - 100% = A
90 - 94% = A-
80 - 89% = B
70 - 79% = C
<70% = F

**Evidence-Based Practices:**
This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

**Schedule:**
**Course Assignment Details:**

**Attendance and Participation - *Weekly* (1 point per class for a total of 15 points)**

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences will result in no credit for this course.**

**Learning Visual/VAKT Tool – *September 25* (12 points)**

Learning visuals and VAKT tools are essential in helping students with disabilitie better access and understand curriculum points. Using a VAKT tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, or other learning visual select a particular grade level and a corresponding **Science or Social Studies** SOL that relates to learning concepts and vocabulary. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title/name. You will be asked to give a short 5 minute explanation of the essential aspects of your visual/tool, a demonstration of how your learning visual is applied with the specific science or social studies content selected, and a brief discussion of the specific learning needs targeted through the visual/tool's usage. As part of your presentation, make sure you bring a hard copy handout explaining the essential aspects of development and implementation of your visual for everyone in the class. This handout is what should be turned in to the instructor via the digital Assignments Tab before the start of the class the day of your visual/tool demonstration.

**RUBRIC for Learning Visual/VAKT Tool**

Effective visual aspects of tool illustrated (2 points)

0 0.5 1 1.5 2

Clearly supports the concepts/vocabulary of science/social studies content (2 points)

0 0.5 1 1.5 2

Class Handout (neatness, completed sample of visual/tool) (2 points)

0 0.5 1 1.5 2

Presentation (explanation, demonstration, discussion) (2 points)

0 0.5 1 1.5 2

Preparation Evident (materials, explanation) (2 points)

0 0.5 1 1.5 2

Creativity/Originality (2 points)

0 0.5 1 1.5 2

**Unit Plan – *October 23* (24 points)**

With **a partner** prepare a unit plan, which includes a series of 5 sequential lessons. For students in ESDE 428, you will be responsible to participate in the ideas, planning and give feedback about lesson design. Students in EDSE 628 will be responsible for developing the lessons with the collaboration of the EDSE 428 partner. You will use the Active Teaching Model discussed in class to structure each lesson. The unit plan should address specific well-defined skills from Virginia's SOLs (Grades 1-5) http://www.doe.virginia.gov/go/Sols/home.shtml in either English or mathematics.

The unit plan should be well-planned and include:

- A **unit overview** including the Content area, Grade level, SOL(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.

- 5 lesson plans structured according to the Active Teaching Model

- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show what has been adapted for a student with special needs (so include the worksheet that most students will do, along with the adapted one that only some students will do). The adaptation(s) must be listed and a rationale included. Tell briefly, what did you adapt/change and why? Have a student in mind and note the difficulty addressed.

- Evidence of at least one instructional strategy geared to assist a student to access, organize and/or recall the content material in each lesson. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in long division)

- Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal. However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some adaptations noted) or a project (include a rubric). You may be creative, but make sure you address your objectives.

- If you use commercially available lessons, parts of lessons, or assessments, YOU MUST CITE THE SOURCE!!!! If using "off the shelf" lessons, I would suggest making sure you make adaptations to best meet the needs of this project.

- Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.

- Include a reference section for your unit.

RUBRIC for Unit Plan Assignment

Exemplary unit (23-24 points): Unit includes all components outlined in the syllabus evidencing a clear understanding of the Active Teaching Model; an appropriate and specific match between measurable objectives selected and unit content covered; logical and creative connections between the lessons included in the unit; descriptive integration of learning strategies within the unit's application, comprehensive usage of appropriate assessment materials, and innovative technology employment. Good writing style, free of mechanical or stylistic errors, and appropriate use of APA format is also evident.

Adequate unit (20-22.9 points): Good overall unit, lacking in one or two of the criteria. Minor deficiencies in the application of the Active Teaching Model evident, or minor writing style errors present.

Marginal unit (18-19.9): Overall, acceptable but with one or more significant problems. Contains some creative and logical lesson planning ideas, but may have substantial problems with appropriate usage of the Active Teaching Model, strategies, or assessment.

Inadequate unit (1-17.9): Unit with substantial problems in important areas such as application of the Active Teaching Model, measurable objectives, strategies, or assessment

Unacceptable/no unit: (0 points): Unit not relevant to the assignment or no unit turned in at all. Does not target appropriate learning objectives.

**Lesson Plan Demonstration – *November 13* (5 points)**

With the lesson plan demonstration, each unit plan group will select one of their unit plan lessons to teach for the class. This demonstration should include all lesson plan sections, learning strategies, and materials that would be used in the lesson. Since there were will be multiple groups presenting, each group is asked to present their lesson in a "mini" form of approximately 15 minutes, where the lesson is taught but lengthier elements are abbreviated for the purposes of the demonstration.

RUBRIC for Lesson Plan Demonstration

Exemplary demonstration: (5 point range): Keeps within the time limits; demonstrates knowledge of the Active Teaching Model and understanding of the measurable objectives to the audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged.

Adequate demonstration: (4 point range): Good overall demonstration, but may be lacking in one or two of the criteria specified in an exemplary response. May seem a little less prepared or somewhat unclear in understanding the Active Teaching Model.

Marginal demonstration: (3 point range): Demonstration includes required elements, but evidences a limited understanding of the Active Teaching Model or measurable objectives. Style, handouts, or visual may be less than adequate.

Inadequate demonstration: (1-2 point range): Weak overall demonstration that reflects very little knowledge of the Active Teaching Model and/or learning objectives. Appears poorly prepared or has not followed directions. Materials and activities are lacking.

Unacceptable: (0 points): No demonstration or completely unsatisfactory demonstration with no relevance to assignment.

**Strategy Application Written Assignment – *November 27* (40 points)** *Required Signature Assignment

The strategy application written assignment is a multi-part project. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

**Select an intervention research article from a professional journal** (e.g.

*Learning Disabilities Research and Practice*, *Behavioral Disorders*, *Education and Treatment of Mental Retardation*, and *Developmental Disabilities*) and have it approved on **Tuesday, September 18**. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; ***or*** the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. If you have any difficulties, see the instructor for guidance in selecting an article. The important part is that your research article must be approved prior to beginning your assignment. You will participate in an online peer feedback activity which will include the sharing of the complete article citation and a brief description.

**Read the article thoroughly.** As you read the article, think about the following: Try to describe carefully the intervention(s) that was implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences among the instructional conditions. Try to describe the results of the study. Which instructional

condition worked best? Also, try to remember the types of students that participated in the study. For example, were the participant's elementary aged students with emotional disturbances (ED), with learning disabilities (LD), with physical disabilities (PD), or with autism?

**Implement this intervention in your own class or that of another teacher and describe the results**. You will have approximately 6 weeks to complete this whole project, so make sure your intervention takes no more than 4 weeks to implement. Your paper should describe what was done in your classroom.

Describe the *participants* (***DO NOT use any student names*, however, provide a brief description of the class, school, and students**), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but you may include similar or modified materials from the article in order to implement the project. The actual written paper should be about 8-10 pages in length, not including any appendices.

Type the paper using the following format:

1. **Cite** the article. For the citation of the article use APA format. This we site is an APA reference **(5 points)**

http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html

(Using your APA manual is also highly recommended.)

EXAMPLE CITATION:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction:

Summarization and self-monitoring training for students with learning

disabilities. *Exceptional Children, 58*, 270-279.

2. Provide a **WRITTEN SUMMARY** of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. Below is a very brief sample – your summary will probably be one to two pages double-spaced. **(10 points)**

3. The **Intervention/Strategy** should be described first in detail here with any and all **MATERIALS** described!! Then…lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(10 points)**

EXAMPLE PROCEDURES/METHODS:

All Conditions

All conditions received two days of training and one day of testing and all students were seen individually for instruction.

Summarization Condition

Students in this condition were taught to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring Condition

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions: "Who or what is the passage about?" "What is happening to them?" Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies. Traditional Instruction Condition Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.

**Note: this section will vary according to the design used in your particular study. Contact the instructor if you have any questions concerning how to adapt this format to the design employed in your study.**

4. Describe all of the **RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article. Your results can be qualitative (written descriptions) and/or quantitative (numerical measurements). Choose how you describe results based on how the results are described in the original article. In terms of quantitative results, students are only expected to collect raw numbers, calculate percentages, and complete other simple mathematical calculations for comparison purposes with the original article. Complex statistical calculations are not expected. **(8 points)**

EXAMPLE: …the addition of a self-monitoring sheet for increasing attention appeared to dramatically improve the attention and academic performance of my students with ID and LD during math, but not during reading. I measured rate of attention by…..I measured academic performance with a pre-post test….

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. (7 points)

Guiding Headers for the Strategy Application Written Paper:

A. Citation (although not traditional placement – you can place the citation of your target article at the top of the page following the cover page).
B. Summary of Research Article
C. Intervention/Strategy Description (Be explicit)
D. Procedures/Methods
E. Results.
F. Evaluation/Discussion
G. Appendices (if needed)

RUBRIC for Strategy Application Written Assignment

Exemplary paper (38-40 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (34-37.9 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.
Marginal paper (32-33.9): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation.
Inadequate paper (1-31.9): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.
Unacceptable/no paper: (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

**Strategy Application Presentation – *December 4* (10 points)**

1. Be prepared to present a 5-minute oral summary of your Strategy Application Written Paper. Presentation elements should incorporate all major parts of your project.

2. Prepare a 5-7 slide PowerPoint for your presentation – please provide a digital copy for the instructor through the Assignments Tab in Blackboard prior to the start of class on the due date.

3. Prepare materials to use in your presentation.

RUBRIC for Strategy Application Presentation

Exemplary presentation: (10 point range): Keeps within the time limits; demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged

Adequate presentation: (8 point range): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (6 point range): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style or visuals may be less than adequate.

Inadequate presentation (2-4 point range): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Visual aids are lacking.

Unacceptable: (0 points): No presentation or completely unsatisfactory presentation with no preparation evident.

**NOTE:**

* This syllabus may change according to class needs.

* **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**

**GMU POLICIES AND RESOURES FOR STUDENTS:**

***a***. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

***b***. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

***c***. 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.

***d***. 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/].

***e***. 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/].

***f***. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

***g***. 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/].

**PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/Revised 06/25/12

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]*.

***Note:*** *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*