VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES AND AUTISM

Fall 2014
Positive Behavior Supports, 3 Credits

Consortium Titles
- University of Virginia: EDIS 5700 Positive Behavior Support
- Virginia Commonwealth University: TEDU 631 Behavior Management of Students with Disabilities
- Radford University: EDSP 670 Proactive Classroom Management and PBS
- Norfolk State University: STE 516 Managing Human Behavior
- Old Dominion University: SPED 411/511 Classroom Behavior Management
- James Madison University: EXED 510 Systematic Behavioral Interventions
- George Mason University: EDSE 532 Positive Behavioral Support
  - EDSE 532 001, CRN: 73318
  - EDSE 532 6U1, CRN: 82107

Instructor: Tiara Saufley Brown (with Tina Stanton-Chapman)	**Meeting Dates:** 8/25/2014 - 12/2/2014
Phone: (540) 560-5154	**Meeting Day(s):** Tuesdays
E-Mail: tsb5ba@virginia.edu (Tiara) tls6n@eservices.virginia.edu (Tina)	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: Tues/Thurs 12-2 or by appointment (Ruffner 129)	**Instructing University:** UVA

> **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.

Consortium Course Description
This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities including autism or with young children who have disabilities. It is required for endorsement in Adapted Curriculum and Early Childhood Special Education. The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student's environment that relate to the problem behavior, and (f) to incorporate, as appropriate, individually designed crisis intervention procedures.

GMU Course Description
Designed for professionals working with individuals with severe disabilities. Focuses on concepts and skills needed to design, implement, and evaluate behavior support programs derived from functional assessment. Covers effective teaching strategies; addresses relevant

replacement skills; facilitates generalization and maintenance of skills; and incorporates individually designed crisis intervention procedures. Notes: Course is equivalent to EDSE 620 for students in the severe disabilities program.Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week:

Prerequisite(s): None

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
This course is taught at UVA and broadcast live to the other universities. Although it is via webcam, 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

Learner Outcomes
Upon completion of this course, students will be able to:
- Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment
- Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice
- Identify the origin and function of behavior
- Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
- Develop positive support plans to enhance changes in students' academic/social/affective behavior
- Develop schedules and routines in educational environments to enhance students' appropriate behaviors
- Demonstrate ability to apply behavioral research
- Demonstrate ability to provide positive behavioral supports to students in educational environments

Required Textbooks

Riffel, L. A. (2011). Positive behavior support at the tertiary level: Red zone strategies. Thousand Oaks, CA: Corwin.

Required Readings – Provided by Instructor
PDF files are located on Blackboard in a file titled "Weekly Readings"

Duda, M., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education, 24*, 143-155.

Durand, V.M. (1999). Functional communication training using assistive devices: Recruiting natural communities of reinforcement. *Journal of Applied Behavior Analysis. 32*, 247-267.

Hedeen, D.L., Ayres, B.J., Meyer, L.H., & Waite, J. (1996). Quality inclusive schooling for students with severe behavioral challenges. In D.H. Lehr & F. Brown (Eds.) *People with disabilities who challenge the system* (pp. 127-171). Baltimore, MD: Paul H. Brookes.

Hemmeter, M. L., Fox, L., Jack, S., & Broyles, L. (2007). A program-wide model of positive behavior support in early childhood settings. *Journal of Early Intervention, 29*, 337-355.

Hojnoski, R.L., Gischlar, K.L., & Missall, K.N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12* (4), 15-30.

Lohrmann-O'Rourke, S., Browder, D. M., & Brown, F. (2000). Guidelines for conducting socially valid systematic preference assessments. *Journal of the Association for Persons with Severe Handicaps, 25*, 42-53.

McLauren, E. M., & Nelson, C. M. (2009). *Journal of Positive Behavior Interventions, 11*, 3-21.

Mirenda, P., MacGregor, T., & Kelly-Keough, S. (2002). Teaching communication skills for behavioral support in the context of family life. In J. M. Lucyshyn, G. Dunlap, & R.W. Albin, (Eds.), *Families and positive behavior support: Addressing problem behaviors in family contexts* (185-207). Baltimore: Paul H. Brookes.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior*. Pacific Grove, CA: Brooks/Cole
Publishing. [Chapter 2: Functional Assessment and Analysis Procedures]

Shayne, R. & Miltenberger, R. G. (2013). Evaluation of behavioral skills training for teaching functional assessment and treatment selections skills to parents. *Behavioral Interventions, 28,* 4-21.

Wright, A.W., Parent, J., Forehand, R., Edwards, M.C., Conners-Burrow, N.A. & Long, N. (2013). The relation of parent and child gender to parental tolerance of child disruptive behaviors. *Journal of Child and Family Studies, 22,* 779-785.

Suggested Readings – Provided by Instructor
PDF files are located on Blackboard in a file titled "Weekly Readings"

Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., Smith, C.E., & McLaughlin, D.M. (1999). Comprehensive multi-situational intervention for problem behavior in the community: Long-term maintenance and social validation. *Journal of Positive Behavior Interventions, 1,* 5-25.

Horner, R.H., Albin, R.W., Todd, A.W., Newton, J.S., & Sprague, J.H. (2011). *Designing and implementing individualized positive behavior support.* In M.E. Snell & F. Brown (Eds.), Instruction of students with severe disabilities (7th, 257-303). Upper Saddle River, NJ: Pearson.

Kern, L., Gallagher, P., Starosta, K., Hickman, W., & George, M. (2006). Longitudinal Outcomes of Functional Behavioral Assessment-Based Intervention. *Journal of Positive Behavioral Interventions, 8*, 67-78.

Kern, L., Mauk, J.E.,Marder, T.J., & Mace, F.C. (1995). Functional analysis and intervention for breath holding. *Journal of Applied Behavior Analysis, 28*, 339-340.

Lewis, T. J., Beckner, R., Stormont, M. (2009). Program-wide positive behavior supports: Essential features and implications for Head Start. *NHSA Dialog, 12*, 75-87.

Scott, T.M. (2001). A schoolwide example of positive behavioral support. *Journal of Positive Behavior Interventions, 3*, 88-94

Todd, A.W., Horner, R.H., Vanater, S.M., & Schneider, C.F. (1997). Working together to make change: An example of positive behavioral support for a student with traumatic brain injury.
Education and Treatment of Children, 20, 425-440.

GMU Digital Library Option
The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library,
visit: http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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. CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 2: Learning Environments, Standard 4: Assessment, Standard 5: Instructional Planning and Strategies, Standard 6: Professional Learning and Ethical Practice, & Standard 7: Collaboration. (Updated Fall 2014 to align with the revised CEC Standards)

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

COURSE POLICIES AND EXPECTATIONS
     Attendance.

     If you miss two classes your participation points will be cut in half. If you miss three classes you will lose all your participation points and your final grade will be lowered one grade (e.g., an A will become a B). If you miss more than three classes you cannot pass the course. If you miss no classes and contribute you get all 28 points.

     Late Work.

     All assignments should be word-processed and are due at the start of class (7:20 pm) on the dates indicated including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who submit assignments on time, there will be a 10% reduction in the grade per day for late work. (For example, a 20-point assignment will lose 2 points per day while a 50-point assignment will lose 5 points per day.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, _Functional Behavior Assessment and Behavior Intervention Plan_ to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to

TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. (GMU Students: this information is distributed to students through GMU email, so it is very important that you set up your GMU email.) For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale

Students in Positive Behavior Supports are expected to complete all assignments and will be graded according to the following scale:

Assignments and Assessments	Points	Due Date
Class attendance and participation	28 points (14 classes, @ 2 points each)	Ongoing throughout semester
Student Introduction	6 points	9/2
Three (3) Supplemental Assignments Can be Completed in Work Groups	30 points (@ 10 points each)	9/23 10/7 10/23
Individual Research Review	20 points	11/11
Final Evaluation	6 points	12/2
FBA/BIP Signature Assignment	80 points	FBA – 10/28 (student used for assignment must be approved by 9/30) BIP – 12/2
TOTAL	**170 points**	

Course grades will be calculated by summing the points earned on assignments and class participation along with a consideration of the average and range of performance of others in class. You will be able to access your current standing in class on Blackboard.

All assignments are scored on points. The semester total point score is converted into a percentage grade. Final course grades are reported as letters (A-F) with +/- designations, according to current university policy.

Grade	Percentile
A+	100.0
A	93-99.99
A-	90-92.99
B+	88-89.99
B	83-87.99
B-	80-82.99
C	70.00 - 79.99

F	69.99 and below

Since this is a graduate level course, a letter grade of "C" is considered a failing grade. The course will have to be retaken if the student receives a "C" for the final grade.

Reading Assignments and Class Participation (28 points)
There are many readings for this class. Because I will be using a "read-discuss-and-apply" approach, you will need to read all required readings **prior to** the respective class and also to bring them to class (electronic or hard copy). For the required readings posted on Blackboard, it is best to download and save or print them. Activities, lectures, and in-class discussion will be dependent upon the completion of these reading assignments. Your ability to actively participate in these discussions will be part of your participation grade. In-class participation means that you read the assignment and that you frequently (in at least half of the classes) offered comments in class related to assigned readings – whenever you are called on in class you give meaningful responses. During class, I will draw several names at random of class participants at each site to select discussants for each reading.

Student Introduction (6 points)
During the first week students will complete the Student Introduction Assignment, located in the Assignments section of the course Blackboard site. Students will answer 10 questions to both introduce themselves to the instructor as well as help the instructor design class activities based on student interests and level of experience. Included in the introductory assignment is submission of a picture (in .jpg format). This will be used by the instructor to associate your name with your face. Please, no Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. The instructor needs a simple picture of you to use for identification purposes. These photos will not be shared with others. (Due September 2 by 7:20 pm via Blackboard)

Supplemental Assignments (30 Points)
Throughout the semester there will be class application activities. Each will build on readings for that week or current class content. There will be three **such assignments that will count for 30 course points**. Assignments will be posted on BlackBoard one week before they are due and discussed in class. Students may decide to complete them in teams or alone. Teams will write the answer together but only send *one response* for the team; the team will receive the same grade and all members are expected to contribute equally. *List on the assignment only the team members who have participated* (not any who were absent). We will form work teams the first class. **Late assignments (team and individual) will be penalized 3 points for every day they are late.** (Due September 23, October 7 and October 23 by 7:20 pm via BlackBoard)

Research Reviews (20 points)
As a teacher you should be able to read and apply research in your field. Thus, for each single subject experimental research article that is assigned, we will work together to identify independent and dependent variables, research design, inter-rater reliability, social validation, and discuss strengths and shortcomings of the article and the use of PBS technology. As part of in-class activities, I will have you complete a simple research review for several research articles. You will turn in one individual research review on your own toward the end of the semester. See

grading rubric for further details. (Due November 11 by 7:20 pm via Blackboard)

Course Evaluations (6 points)
Evaluations are important to ongoing course quality. I take them seriously. UVA students are also expected to complete the UVA final evaluation through Blackboard (AND UVA's Collab). (Due December 2 by 7:20 PM via Blackboard)

Signature Assignment
NCATE/TaskStream Assignments (80 points)
Functional Behavior Assessment-Behavior Support Plan (FBA-BSP) (80 points): This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. Select a learner with severe disabilities who also demonstrates problem behavior(s). You will complete a functional behavior assessment and then use that functional assessment to develop a behavior support plan. If you are unable to gain access to a learner in a school or post school setting with severe disabilities, you may use a family member, friend, or as a last resort, yourself for this project. It is preferable to find a target student who has severe disabilities, however. See grading rubric for further details. (FBA due by 7:20 pm on October 28 via Blackboard; BSP due by 7:20 pm on December 2 via Blackboard; submit FBA-BIP as one PDF document to TaskStream by 7:20 pm on December 2)

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Course Schedule

Date	Topic	Readings	Other Assignments
8/26/14	Overview of Course Review Syllabus Review of Behavioral Concepts Continuum of PBS	Riffel – Chapter 1	Form work groups in class.
9/2/14	PBS History Assessing reinforcers Environmental determinants Behavior Support Process	*Lohrmann (2000)* *Hedeen (1996, pp. 127-149)*	DUE 9/2: Student Introductions by 7:20 PM via Blackboard

9/9/14	Schoolwide PBS **Guest Speakers: Ms. Shanna Hirsh, M.Ed., BCBA (UVA)**	*Hemmeter et al. (2007)* *Additional readings may be specified by guest speaker* SW-PBIS Videos: http://vimeo.com/14630006	
9/16/14	Teaming Defining and prioritizing behavior Crisis management	Riffel – Chapter 6 *Hedeen (1996, pp. 149-171)*	DUE 9/23: Assignment 1 by 7:20 PM via Blackboard
9/23/14	Indirect and Direct Functional Behavioral Assessment	Riffel – Chapter 3 and 4 *O'Neill et al. (1997, pp. 9-35)*	
9/30/14	Measuring behaviors Graphing Data	Riffel – Chapter 2 and 5 *Hojnoski (2009),* *Graphing in Excel*	Be sure your student for the FBA/BIP is approved by 9/30
10/7/14	Hypotheses Functional Behavioral Assessment & Analysis Testing hypotheses	Riffel - Chapter 7 and 8 *O'Neill et al. (1997, pp. 35-64)*	DUE 10/7: Assignment 2 by 7:20 PM via Blackboard
10/14/14	Online class module and independent work for finalizing plans for Functional Behavioral Assessment/Questions for Instructor	Catch up and review previous readings – Come to online meeting with questions	
10/21/14	Intervention: Antecedent and Setting Event Interventions Establishing Rapport Self-Mangagement Delay of SR+ Embedding **Possible Guest Speaker**	Riffel – Chapter 10 *Duda et al. (2004)* *Duda Research Review Discussion*	DUE 10/21: Assignment 3 by 7:20 pm via Blackboard
10/28/14	Teaching Alternative Skills Functional Communication Training Augmentative and Alternative Communication (AAC) Visual Support Systems	Riffel – Chapter 11 *Durand (1999)* *Mirenda et al. (2002)*	DUE 10/28: FBA by 7:20 pm via Blackboard
11/4/14	Responding to Problem Behavior Aversive Interventions Providing Choices	Riffel – Chapter 12 *TASH Connections (2010)*	

	Possible Guest Lecture		
11/11/14	Personal Perspectives – Experiences with PBS from a Parental Standpoint **Guest Speakers: Parents of Students with Disabilities**	*Wright et al. (2013)* *Shane & Miltenberger (2013)*	DUE 11/11: Individual Research Review by 7:20pm via Blackboard
11/18/14	Content Review Catch-Up Material Questions: Open Class Forums and Activities	Read/re-read selected articles	
11/25/14	Happy Thanksgiving! – No Class		
12/2/14	Ordinary methods of prevention Generalization & maintenance Ongoing evaluation of progress	Riffel – Chapter 14 *McLaren & Nelson (2009)*	DUE 12/2: BIP by 7:20 pm via Blackboard DUE 12/2: Final semester evaluation by 7:20 pm

*All assignments should be submitted in electronically via the Blackboard Dropbox by 7:20pm sharp on the due date. Assignments submitted after 7:20pm will be considered late and penalized points according to the Late Assignment policy. If you miss class on a date when an assignment is due, you are still responsible for submitting it on time.

* If you feel lost after the third class, you may need to read and review basic behavioral concepts; locate a basic text on the topic such as: Alberto, P.A., & Troutman, A.C. (2007). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Additional Information

This syllabus is used to provide you with a guideline for the information you will learn through this course. At any point, I reserve the right to change, modify, add, and/or delete any of the assignments or information.

SD CONSORTIUM SYLLABUS STATEMENTS AND 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
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

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 on 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. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

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. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, 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. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), 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 should 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 Organizations 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.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD 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 submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Literacy Case Study*

Remote Site Student
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, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than**

90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need. In addition, **t**here are several technology and procedural requirements that are detailed on the Consortium website: http://kihd.gmu.edu/sdc/ and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

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 Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. 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.

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 specific class.

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:
- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning

- Characteristics: http://webcon.gmu.edu/characteristics/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite). 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 ONLY) POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

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/].

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. [See http://cehd.gmu.edu/values/]

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