VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2016
Curriculum and Assessment in Severe Disabilities, 3-Credits

Consortium Courses
- VCU: SEDP 612 Assessment and Curriculum Development for Students with Severe Disabilities
- RU: EDSP 664 Curriculum and Assessment in Severe Disabilities
- NSU: SPE 613A Assessment and Evaluation
- JMU: EXED 612: Psychoeducational Assessment of Learning and Behavior Problems
- ODU: SPED 672: Curriculum and Assessment in Severe Disabilities
- GMU: EDSE 533 Curriculum and Assessment in Severe Disabilities
  - EDSE 533 001, CRN: 75591; Section 6U1, CRN 82424; Section 6Y1; CRN 82425

Instructor: Dr. Mary (Barbara) Giaquinto	**Meeting Dates:** 08/29/16 - 12/06/16
Phone: (757) 683-3747 (office) (203)258-4282 (cell)	**Meeting Day(s):** Tuesday
E-Mail: mgiaqui2@gmu.edu. My alternative email is mgiaquin@odu.edu	**Meeting Time(s):** 4:30 pm - 7:10 pm
Office Hours: Monday and Wednesday 5-8pm via Skype or phone or google video chat or anytime by appointment. Please feel free to text me at (203) 258-4282 anytime.	**Instructing University:** Old Dominion University (ODU)

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.*

Course Description

Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment.

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 uses Video-conferencing and Adobe Connect during class time for "synchronous" (live) class sessions. We will use Blackboard as our learning management system. If you wish to use Blackboard or Adobe Connect with your iPhone or iPad, you will need to go to the App Store and download the free apps. All course participants should choose GMY as your university when prompted in the app download. There is a technical resource folder in Blackboard that I would strongly suggest you review.
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 (GMU Students)
A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: http://cehd.gmu.edu/teacher/internships-field-experience. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).

I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.

I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of "I will arrange my own…" you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Learner Outcomes
1. Upon completion of this course, students will be able to:
2. Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP, including the eligibility label or labels the student receives services under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
3. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
4. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.

5. Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the students chronological age, and the concerns and priorities expressed by family members.
6. Identify needs for assessment and curriculum development of learners who have dual exceptionalities such as being gifted or ELL and having a moderate/severe disability.

Required Textbooks
Courtade, G. Browder, D. (2011). *Aligning IEPs to Common Core Standards for Students with Moderate and Severe Disabilities.* Available in Kindle edition for only $9.00 from Amazon.
Kleinert, H.L. and Farmer Kearns, J. (2010). *Alternative assessment for students with significant cognitive disabilities: An educator's guide.* Baltimore: Paul H. Brookes

Recommended Textbooks (Choose one: will share practices and plans from these texts)

http://products.brookespublishing.com/More-Language-Arts-Math-and-Science-for-Students-with%20%E2%80%93Severe-Disabilities-P735.aspx

http://products.brookespublishing.com/Teaching-Lanugage-Arts-Math-and-Science-to-Students-with-Significant-Cognitive-Disabilities-P365.aspx

Additional Readings
TTAC online resources for teachers of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity, and who are assessed through the VAAP (V Alterntave Assessment Program. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL). Three main area of resoues will be used for this class- Curriculum-Based Assessment; Understanding the ASOLs; and Teaching Process includes Sample Activities and Suggested Instructional Strategies http://ttaconline.org/vaap

Course Relationships to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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. The CEC

standards that will be addressed in this class include Standard 4: Assessment & Standard 6: Professional Learning and Ethical Practice. (Updated Fall 2014 to align with the revised CEC Standards)

Course Policies & Expectations

Attendance
 Since most of the classes involve activities, film clips, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance via email. If you must be somewhere other than your site, but will have a computer with microphone and/or camera and high speed internet access, we can work with you to have you attend class by calling in and participating through Adobe Connect, but we must have at least ONE week notice. If you miss class, please contact me to make arrangement to view the class. Anyone who misses more than two classes will lose all attendance points. Significant tardiness or early departure will count as an absence.

Late Work
 There will be a penalty of one letter grade for assignments submitted after the due date. However, I will work with you if there are extenuating circumstances; you must contact me in advance of the due date to *contract* for an extension.

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale
 Total points possible 500. A (94-100%) = 470-500; A-* (91-93%) = 455-469; B+ (88-90%) = 440-454; B
 (84-87%) = 420-439; B- (81-83%) = 405-419; = 390-404; C (74-80%) = 370-389; F (74% and below).
 *Please note: for universities that do not support a +/- grading scale, grades will be adjusted accordingly.

You are eligible to resubmit assignments **one time** on which you earned the grade of C or less (as long as the grade is not due to being turned in late: that is, a paper that would have been a B+ if turned in on time may not be resubmitted). The two scores will be averaged for your final grade on that assignment. You will not receive extensive feedback on your second submission.

Assignments

1. **On-line discussion of readings and questions posted by the professor/class members-100 points:** There will be a total of four on-line discussions related to course topics and assignments. Full participation per the guidelines below will be worth up to 25 points for each discussion.
   a. *By Friday at 8:00 p.m.* of the week of the discussion, you will write and post a well thought through and concise, edited 250-350-word response to the question or subject. (may earn up to 15 points). The post should follow the guidelines in the rubric located on Blackboard. **A minimum of one in-text citation and related reference must be included**

   a. **REFLECTION with PEERS**- Read and respond informally to your peers' postings *by Sunday at 9:00 p.m.* I expect you to read all of them, but a minimum of seven community building postings are required (may earn up to 7 points).

   b. *CONTINUED….REFLECT AND RESPOND to A PEERS- By class time on Tuesday*, you will write and post a thoughtful 150-250-word response to *one* of your peers' full responses. Ask questions, confirm, and explore with each other. Discuss what you learned from that person, what they made you think about, and how their understandings and experiences meshed or differed from your own (may earn up to 3 points).

2. **Assessment history on target student with critical analysis-150 points:**

You 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 target individual from your practicum/work setting. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and which has played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
   a. Research and synthesis of major reports and records
   b. Creation of assessment history document
   c. Interview of family member and/or member of Circle of Support, and addition of information to the history document
   d. Critical analysis of child's assessment history and write-up

3. **An expanded narrative describing target student's Present Level of Educational and Functional Performance (PLOP) -200 points:**

   Note to RU and VCU students: This graded project is to be included in your graduate portfolio. Please remember to save your submitted document, your grade, and feedback you receive from your instructor.

You will continue to focus on the target student with significant disabilities that you used for the Assessment History. There will be three major tasks involved in this assignment:

a. Summary of student's past assessment and IEP information (using information gathered for assessment history).
b. Functional and curriculum-based assessment activities with your target student and team members to gather new/revised assessment information.
c. Development of an expanded written narrative with two parts:
    i. Create a positive portrayal/introduction strong statement of capacity for the student
    ii. Describe the Present Level of Academic and Functional Performance per new regulations and VDOE procedures and guidelines for the IEP.

4. **Class Participation (up to 50 pts.)**

Students will earn 2 points for attending from the beginning to the end of class each Tuesday and for participating meaningfully in the class. This means you must be on time and stay for the entire class. Course Facilitators at each site will document attendance. If you do not see your points each week in BB, that means your CF has not provided me with attendance! Additional points will be earned for completion of in-class assignment. A summary of assignments, due dates and total possible points is listed below:

Assignment	Due Dates	Total Points Possible
1. Online Forum Discussions (4) response with citation, reflection with peers and respond to peers' reflections	1. **Sept 6, 2016** 2. **September 20, 2016** 3. **November 8, 2016** 4. **December 6, 2016**	25 points per discussion x 4 discussion for a total of 100 points
2. Student Assessment History and Critical Analysis	**1st draft September 27, 2016** **Final October 10, 2016**	100 points
3. Narrative of Student Present Level of Educational Performance (PLOP)	**1st draft November 15,2016** **Final December 5, 2016**	200 points
4. Class Participation	**As measured by Attendance and Participation in group work during class**	50 points

Schedule and due dates of Reading and Assignments are listed in the chart below:

Date	Topics	Readings/What's Due
Aug. 30 Week 1	**Introductions** Review Syllabus Overview of Evaluation and Assessment Least Dangerous Assumptions	**Read:** ❑ Syllabus ❑ *Review webites Essential Concepts of People First Language*
Sept. 6 Week 2	**Evaluation and Re-Evaluation of Students with Severe Disabilities** Deficit-based (medical models) of assessment vs. capacity building models and their implications <u>How- To</u>: Assessment History Assignment and why we do it	**Read:** ❑ O'Brien, *Search for Capacity* ❑ Snell & Brown, *Meaningful Assessment* ❑ Description of Assessment History Assignment **Due: Discussion #1**
Sept. 13 Week 3	Demonstration of standardized and non-standardized assessment tools Overview of current methods/approaches of assessment **Discussion:** Pros and cons of traditionally used tools and assessment procedures **Note:** Review class readings as needed to make sense of the information you are gathering for your assessment history	**Read:** ❑ Definition of intellectual disability and the FAQ sheet at AAIDD ❑ "The Renaming of Mental Retardation" ❑ Commonly used assessment tools birth - 6 ❑ Professional Practice Guidelines for Assessment & Identification of Students with Autism **Due:** ❑ Student for assessment history assignment must be confirmed with Dr. G. ❑ Begin search for files ❑ Have permission form signed; Make initial contact with family member to explain our work this semester
Sept. 20 Week 4	On-line Class on: The Eligibility Process Evaluation and Re-Evaluation requirements Help Sessions for AH assignment	**Read:** ❑ Selected sections of IDEA and VA Special Education Regulations ❑ Set up appt with Dr. G. during class time to discuss AH assignment **DUE: Discussion #2**
Sept. 27 Week 5	Making the Assessment and Planning Cycle Meaningful How to: Using the Coach as a Resource **Discussion:** How Virginia's approach to Alternate Assessment fits in	**Read:** ❑ *Klienert & Kearns, Ch. 1* ❑ *Klienert & Kearns, Ch. 2* ❑ *Coach – Conceptualizing Educational Planning (in Blackboard)* **During the week, work on a 1st draft of your assessment history and bring to class for group work**

Oct 4 Week 6	**Assessment to identify family and student priorities (Person-Centered Planning);** Characteristics of IEPs with Social Validity Person-centered planning, Circles of support, Circle of Friends Assessment Blending the person-centered approach with IDEA requirements for assessment and evaluation How-To: Explanation of Assignment Two: Capacity-based Assessment and Description and Gathering information for and writing the PLOP	**Read:** ❑ Read George's Story: Person centered planning ❑ Person-Centered Planning information, materials and resources at http://www.ilr.cornell.edu/edi/pcp/ ❑ *Courtade & Browder, Ch. 1* ❑ *Klienert & Kearns, Ch. 11* **DUE: Assessment History Assignment on Oct. 10**
Oct 11 Week 7	Online Class on Routines-Based Assessment	**TBA**
Oct. 18 Week 8	**Assessment to develop meaningful standards-based IEPs;** *IEPs and Curriculum for Students in AC* *Standards-Based IEP process in Virginia* *A collaborative assessment process to drive the IEP* How-To: Classroom Participation Discrepancy Analysis and other examples of Ecological Assessments	**Read:** ❑ Curriculum based Assessment documents and resources at TTAC online ❑ *Klienert & Kearns, Ch. 4,* ❑ *Klienert & Kearns, Ch. 5*
Oct. 25 Week 9	**Making the General Curriculum Accessible for Students with Significant Disabilities** How-To: Curriculum-Based Assessment (CBA) Overview of Literacy Curriculum & Assessment and Developing Standards-based literacy goals	**Read:** ❑ Courtade & Browder, Ch. 1 ❑ *Courtade & Browder, Ch. 2* ❑ *Klienert & Kearns, Ch. 6* ❑ Links and resources listed in Blackboard
Nov. 1 Week 10	Mathematics Assessment & Curriculum Self-Determination	**Read:** ❑ Klienert & Kearns, Ch. 7, Math Instruction ❑ *Courtade & Browder, Ch. 3* ❑ Links and resources in BB **Due: Before class, prepare a draft of your Capacity-based Assessment and Description and bring to class for group work**
Nov. 8 Week 11	Science & Social Studies Curriculum & Assessment for middle and secondary Involving students in their IEP Discussion: Enacting curriculum in meaningful ways for students in AC	**Read:** ❑ Klienert & Kearns, Ch. 8 ❑ Klienert & Kearns, Ch. 9 ❑ www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement **Due:** Continue assessment with target student: Ecological, Routines-based and CBA

		Due: online Discussion 3
Nov. 15 Week 12	Incorporating Functional Skill Development into the Standards based curriculum; Using the expanded PLOP to develop/revise the IEP Small group feedback on draft PLOP	**Read:** ❑ *Courtade & Browder, Ch. 5* ❑ *Klienert & Kearns, Ch. 10* **Due: Before class, prepare a Draft of your PLOP and bring to class for group work**
	No Class	
Nov. 29 Week 13	Assistive Technology in the IEP	**Read:** ❑ *Courtade & Browder, Ch. 4* ❑ Readings on assistive technology in BB + ❑ Ideas for AT tools related to the VAAP ❑ Assistive Technology: A Framework for consideration and assessment ❑ Consideration of Assistive technology in the IEP (The Virginia Assistive Technology Resource Guide) ❑ Description of the assistive technology assessment process (save any that look like they will be of use to you with your students) **Due December 5th: PLOP Assignment**
Dec. 6 Week 14	**Creating Targeted Goals and Objectives/Benchmarks. Teaching to the Standards** Practicing Alignment to State Standards Monitoring progress on the IEP The VAAP/ Dynamic Assessment Burning Questions	**Read:** ❑ *Courtade & Browder, Ch. 6 and 7* **Due: Online Discussion #4**

ADAPTED 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 may be asked 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.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. 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
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Inclement Weather
If classes are cancelled at the teaching 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, visit the teaching university's website. 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. 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 expected to have an active university 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 under the **COURSES** tab.

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.

Blackboard Access and Non-Mason Students

Beginning in Fall 2016 NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. Students should have received an email with activation directions from either the GMU registrar's office or Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome at mkinas@gmu.edu if you cannot access the class on Blackboard or Adobe Connect. Listed below is a summary of log in information for Blackboard and Adobe Connect.

GMU Email and Non-Mason Students

Beginning in Fall 2016, NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: http://masonlive2.gmu.edu/instructions.cfm and directions for forwarding your mail are located at: http://masonlive2.gmu.edu/tutorials/forwardemail.cfm

Blackboard: http://mymason.gmu.edu	**Adobe Connect:**
• Use your GMU username and password. • Click on the *My Courses* tab, and find Curriculum & Assessment 2016 materials labeled by topic. You should begin by reading the documents in the Technology folder.	• Students will communicate with the instructor, and interact with others using Adobe Connect • Class discussions and group work will be documented in the Notes pod in Adobe Connect • You may login with the guest username (sdcguest@gmu.edu) and password (sdcsite) or log in as a guest with your own full name and wait for me to give you permission to enter the site • The first time you use Adobe Connect you may be prompted to download a plug in. Click yes -it only takes a few seconds to install.

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 site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking a 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).

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 through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Remote Site Viewing
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for 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:
- Transition: http://webcon.gmu.edu/transition/
- Reading: http://webcon.gmu.edu/reading/
- Characteristics: http://webcon.gmu.edu/characteristics/
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Positioning and Handling: http://webcon.gmu.edu/positioning
- Communication: https://webcon.gmu.edu/communication
- Collaborative Teamwork: https://webcon.gmu.edu/teamwork
- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment

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.

Policies and Resources for GMU 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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. [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/]