

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2017

Transition and Community-Based Instruction, 3 Credits

Consortium Titles

- RU- EDSP 668 Transition and Community-based Instruction
- VCU- TEDU 632 or SEDP 632: Secondary Education & Transition for Students with Severe Disabilities
- NSU- SPE 545 – Transition Procedures
- ODU- SPED 670: Transition and Community-Based Instruction
- JMU- EXED 615: Transition Services for Students with Disabilities
- GMU- EDSE 531: Transition and Community Based Instructions
 - EDSE 531 D01 CRN: 42200, EDSE 531 6U1 CRN: 44136; EDSE 531 6Y1 CRN: 44082

Instructor: Dr. John Kregel	Meeting Dates: 5/22/2017 – 7/29/2017
Phone: 804.8409587	Meeting Day(s): Tuesday With additional online Blackboard work
E-Mail: jkregel@vcu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By Appointment	Instructing University: VCU

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

Prerequisite(s) None **Co-requisite(s)** None

Course Description

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

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

This course will be delivered online (76% or more) using a HYBRID format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 23.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their university email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player:

<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

- Apple Quick Time Player: www.apple.com/quicktime/download/

Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to

1. Demonstrate the ability to prepare students and work with families to provide successful
2. student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
3. Coordinate service delivery with general educators, related service providers, and other providers.
4. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
5. Identify community resources agencies and strategies to interface with community agencies when developing and planning IEPs.
6. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
7. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
8. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
9. Implement person-centered planning strategies to promote student involvement in planning.
10. Identify generic skills that lead to success in school, work and community, including time
11. management, preparedness, social interactions, and communication skills.
12. Demonstrate knowledge of social skills development including the unique social skills

13. deficits associated with disability.
14. Assess social skills strengths and needs implement specialized social skills strategies. • Demonstrate knowledge of use and implementation of transition assessments (including
15. vocational assessments) to encourage and support students' self-advocacy and self-
16. determination skills.
17. Discuss legal issues surrounding age of majority and guardianship.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

There is no required text for this class. However, there will be one or more readings and/or videos for each of the class sessions that students must read prior to the date of the specific session. In addition, students will be expected to view videos and respond to the videos in various course assignments. All readings and videos will be posted through Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 531, the required PBA is Transition Individualized Education Program. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The performance-based assessment for this course is the Transition Individualized Education Program. See the Course Assignments section for assignment description.

Course Assignments

The following provides a breakdown of assignments and possible points earned:

20 pts Completion of online assignments

20 pts Student Interview

15 pts Project SEARCH

20 pts Instructional Program

25 pts Development of transition IEP

NCATE/TaskStream Assignments - Development of Transition IEP

Assignments

Three Online Assignments

Each student will complete three online assignments. Each of the assignments will be posted one week before they are due. You will be asked to review a video or written document and response to a short set of questions about the content. Each of the assignments will be worth five points for a total of 15 online points.

Assignment 1

Interview of a Former Special Education Student

Each student will complete a face-to-face interview with an individual who exited a special education program in the last three years. The results of the interview should be compiled into a 4-5 page (double spaced) summary and submitted for evaluation. In developing the summary, please be sure that you provide (1) an overview of the individual's current status in each area, and (2) your perception of the student's situation at this time. This assignment is worth 20 points and is due June 12, 2017.

Assignment 2

Project SEARCH

This assignment is designed to give you an understanding of the marketing principles used by Erin Riehle in her Project SEARCH employment model. You should review the video on Project SEARCH presented by Erin Riehle. After reviewing Erin's lecture, you will respond to three questions. This assignment is worth 20 points and is due on June 19, 2017.

Assignment 3

Development of an Instructional Program

This assignment requires you to develop an instructional program to teach an independent living skill to a student with a severe disability. The program must follow a precise format that will be described in class on June 20, 2017. This assignment is worth 20 points and is due, July 10, 2017.

Assignment 4

Development of IEP for a Student with Severe Disabilities

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided. The rubric will be described in detail during class on June 27, 2017. This assignment is worth 25 points and is due, July 17, 2017

Class Assignment Schedule	
Assignment	Assignment Due Date
Student Information Sheet	May 29
Online Assignment 1	June 5
Online Assignment 2	June 26
Online Assignment 3	July 10
Assignment 1	June 12
Assignment 2	June 19
Assignment 3	July 10
Assignment 4	July 17

Course Policies and Expectations

No unexcused absences will be allowed. If you are unable to attend class, you **must** notify the instructor via email prior to the class.

Assignment Due Dates and Times

Online assignments are due by 11:59 pm on their due date. Reading and video assignments must be completed prior to the start of class on their due date.

Late Work

If you are unable to submit an assignment on time, you must send an email to the instructor that identifies when you will turn in the assignment. The instructor must approve your revised submission date.

Grading Scale

The grading scale will be based on a possible total of 100 points.

90 – 100 points	A
80 – 89 points	B
70 – 79 points	C
69 or below	F

Professional Dispositions

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

Core Values Commitment

The College of Education and 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/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date (* = Class Date)	Class Topics
5/23*	Introduction to the class and to each other Introduction to Blackboard Post-school expectations for our students with severe disabilities Curriculum development for adolescents with severe disabilities.
5/30*	Project SEARCH Presentation Residential Services Preparation for Assignment 1

Date (* = Class Date)	Class Topics
6/6*	Post Secondary Education for Students with Intellectual Disabilities ACE IT in College Supported Employment . Preparation for Assignment 2
6/13*	Social Security benefits - Age 18 Redetermination - Representative Payees Developing Instructional Programs Preparation for Assignment 3
6/20*	Transition Assessments (move this and everything else down Assessment instruments for transition age youth with severe disabilities
6/27*	Establishing transition goals and objectives Preparation for Assignment 4
7/4	No Class – God Bless America
7/11*	Putting it all together: Planning for students’ futures
7/17*	Final IEPs completed and posted on Blackboard

Assessment Rubric(s)

Transition IEP Scoring Guide

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC/IIC Standard 4	Candidate writes present levels of performance that lack consistent links to assessment.	Candidate uses assessment data to write an adequate present level of performance.	Candidate uses multiple assessments to write a thorough present levels of performance.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC/ICC Standard 1	Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities.	Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the learning of individuals with exceptionalities.	Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressing these through examples.
Transition Present level of Performance CEC /IIC Standard 5	Candidate writes an incomplete present level of performance in which may not include a clear description of the learner’s interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner’s moderate to severe exceptionality and cultural background.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3	Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross-disciplinary skills.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 5	Candidate writes goals which fail to reflect the learner’s present levels of performance.	Candidate writes goals which integrates evidence-based instructional strategies that reflect the learner’s present levels of performance	Candidate integrates evidence-based instructional strategies that reflect the learner’s present levels of performance and show positive growth towards what the learner wants to achieve after high school in an effort to facilitate the learner’s integration into a variety of settings after high school.
Short-Term and Transition	Candidate fails to sequence age and ability appropriate	Candidate sequences age and ability appropriate	Candidate sequences age and ability appropriate

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objectives / Benchmarks CEC/IIC Standards 5	individualized transition objectives and directly relate objectives to the postsecondary goals.	individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.	individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. In addition, candidate incorporates strategies for increasing the learner's self-determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.
Services/Least Restrictive Environment / Placement CEC/IIC Standard 2	Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.
Participation in State Assessments CEC/IIC Standard 4	Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s). In addition, candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
			information processing skills.
Accommodations / Modifications CEC/IIC Standard 5	Candidate identifies inappropriate accommodations/modifications which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes a range of appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.
Accommodations / Modifications CEC/IIC Standard 5	Candidate fails to describe the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.
School and Post-Secondary Services CEC/IIC Standard 2	Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p>exceptionalities.</p>	<p>environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.</p>	<p>environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</p>

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).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

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

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

GMU Email and Non-Mason Students

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>

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, there 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 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 vcms.gmu.edu. Select the category: EDSE and click on the link for the specific class session. The password for this class is 4557.

Policies and Resources Specific to GMU Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to

<http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.