

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2017

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: 74222; Section 6U1, CRN 82492; Section 6Y1; CRN 82493

Instructor: Dr. Mary (Barbara) Giaquinto	Meeting Dates: 08/28/17 – 12/05/17
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. 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 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. Note: Field experience required. 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

Learner Outcomes

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

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 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Websites

1. <http://www.doe.virginia.gov/>
Virginia Department of Education
2. <http://ttaonline.org/vaap>
TTAC online resources for teachers of students with significant cognitive disabilities . This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL). Three main areas of resouces will be used for this class- Curriculum-Based Assessment; Understanding the ASOLs
3. <http://udlcenter.org>
Universal Design for Learning
4. <https://ies.ed.gov/ncee/wwc/>
What Works Clearinghouse
5. Sample published curricula (e.g., attainment, Don Johnson)
6. <http://www.ncscpartners.org/>
National Center on State Collaboratives
7. <http://www.naacpartners.org/links.aspx>
National Alternative Assessment Center

Additional Readings

All additional readings for this course are posted weekly on Bb and course schedule

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 533, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)

No TK20 performance-based assessment required for this course

Course Assignments

1. Class Activities/Applications/Participation (up to 80 pts.)

Points will be earned for completion of in-class assignment that will enhance your understanding of the 4 areas of focus in this class. They may be writing assignments, reading checks or an in class group assignments. Each of the assignments is worth up to 10 points. Many of these will be cooperative learning experiences since planning is preferably a team endeavor. Therefore, **in class assignments can NOT be made up.**

2. Assessment Plan (100 pts possible)

Each student will complete a Comprehensive Assessment for a student with moderate to severe disabilities. The comprehensive assessment should include both general and special education curricular domains including curriculum based measures, a family interview such as MAPS, and/or COACH, and at least one criterion referenced assessment. The written assessment report should include a summary of the student’s strengths and challenges as well as recommendations for home, school, and community settings. Each candidate will submit a written assessment report and share their assessment with the class.

3. Progress Monitoring Assessment Report (with a partner) 100 points

Each candidate will work with a partner to complete a Progress Monitoring Assessment Project. Each pair will be given data from a hypothetical case study student and asked to record, graph, analyze, summarize, and make a data-based assessment decision about the given student’s growth and/or progress. Candidate pairs will prepare a chart of the data and expected aim line, apply the decision rule, and design an instructional plan for the student. Each pair of candidates will prepare and submit one written report, which must include all charts and data graphs, rationale for assessment decision and application of the decision rule, an instructional plan for the student based on the data, and a narrative discussion of information to be shared with parents. Please use APA guidelines of Times New Roman 12 pt font, one-inch margins, double-spaced, and appropriate headers for the written report.

4. Access to General Education and IEP Curriculum Project (120 points total)

- ❖ Develop three lesson plans that provide a sequence of instruction for a unit from a general education curricular resource discussed in class (e.g., VAAP, Progression charts, textbook, online examples, TTAC) for a student with a moderate and severe disabilities. The plan should build on any universal design for learning in the original general education plans, but indicate the specific adaptations and accommodations your student

will need. The plan must link to specific Standards of Learning, but also incorporate IEP objectives.

- ❖ Develop two lesson plans to provide instruction for skills that go beyond the SOLs, but are functional priorities for this student. For example, these may focus on mandated transition areas such as community or independent living skills, social skills or self-determination. Where possible, incorporate generalization of academic skills. A matrix showing how all goals will be embedded across the day and across all settings must be included. All supplemental materials (e.g., grade level text, software, AAC, assistive tech) must also be included.

Summary of Assignments, Due Dates and Points Possible

Assignment	Due Dates	Total Points Possible
1. In Class Activities	TBA- ongoing throughout semester-	80 points
2. Assessment Project	October 17, 2017	100 points
3. Progress Monitoring Paper	November 7, 2017	100 points
4. Access to General Education and IEP Curriculum Project	December 10, 2017	120 points

Total Points

400 Points

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

FOR GMU STUDENTS

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

1. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
2. **Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
3. **Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Course Policies and 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 a 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 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.

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.

Grading Scale

Total points possible 400. A (94-100%) = 376-400; A-* (91-93%) = 361-375; B+ (88-90%) = 352-360; B (84-87%) = 333-351; B- (81-83%) = 324-332; C (74-80%) = 296-323; F (74% and below).

*Please note: for universities that do not support a +/- grading scale, grades will be adjusted accordingly

Class Schedule

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

Date	Topics	Readings/What's Due
August 29 Week 1	Introduction <ul style="list-style-type: none"> ❖ Review Syllabus ❖ Overview of Curriculum and Assessment ❖ Reflecting on and articulating our own beliefs and guiding philosophy statements as teachers Introduction activity - Cumulative experiences and how they shape our WORLDviews	Read: Can be found on Bb <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> Read 3 articles: McGrew, K. S., & Evans, J. (2004). <i>Expectations for students with cognitive disabilities: Is the cup half empty or half full? Can the cup flow over?</i> (Synthesis Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from the: http://cehd.umn.edu/... <input type="checkbox"/> Spooner and Browder (2013) <input type="checkbox"/> Exit ticket- What has impacted your beliefs?
Sept 5 Week 2	Evaluation and Re-Evaluation of Students with Severe Disabilities and The Eligibility Process <ul style="list-style-type: none"> ❖ Types and Purpose of Assessments ❖ Areas of Focus/Domains ❖ Deficit-based (medical models) of assessment vs. capacity building models and their implications 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> Peterson (2016) article Bb <input type="checkbox"/> Comprehensive Assessment Requirements VADOE <input type="checkbox"/> Selected sections of IDEA and VA Special Education Regulations
Sept 12 Week 4	Curriculum-Based Assessment (CBA) <ul style="list-style-type: none"> ❖ Practicing Alignment to State Standards ❖ Monitoring progress on the IEP ❖ The VAAP/ Dynamic Assessment/NCSC 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum based Assessment documents and resources at TTAC online <input type="checkbox"/> <i>Klienert & Kearns, Ch. 11</i> <input type="checkbox"/> <i>TTAC site</i> <input type="checkbox"/> <i>Applied Studies Curriculum Map</i>

Sept 19 Week 4	VAAP and Unwrapping the Standards Assessment to develop meaningful standards-based IEPs; <ul style="list-style-type: none"> ❖ IEPs and Curriculum for Students in AC ❖ Standards-Based IEP process in Virginia ❖ A collaborative assessment process to drive the IEP 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> NLTS2 data <input type="checkbox"/> <i>Klienert & Kearns, Ch. 4,</i> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 5</i> <input type="checkbox"/> VADOE Core Progress chart for Reading, Writing and Math <input type="checkbox"/> <i>Samples of Standards based goals</i>
Sept 26 Week 5	Informal and Formal Assessments <ul style="list-style-type: none"> ❖ What works Clearinghouse 	<input type="checkbox"/> Research Vendors and most frequently used assessments across domains
Oct 3 Week 6	Assessment to identify family and student priorities (Person-Centered Planning); <ul style="list-style-type: none"> ❖ How to: Using the Coach as a Resource ❖ Involving students in their IEP ❖ www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement <p>Discussion: Virginia's approach to Alternate Assessment and alignment to SOLs and Transition</p>	Read: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 1</i> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 2</i> <input type="checkbox"/> <i>Coach – Conceptualizing Educational Planning (in Blackboard)</i> <input type="checkbox"/> O'Brien, <i>Search for Capacity</i> <input type="checkbox"/> VADOE <input type="checkbox"/> Person-Centered Planning information, materials and resources at http://www.ilr.cornell.edu/edi/pcp/
Oct 10 Columbus Day Recess No Class		
Oct. 17 Week 8	<ul style="list-style-type: none"> ❖ Overview of current methods/approaches of assessment for students with moderate and severe disabilities and barriers <p>Discussion: Pros and cons of traditionally used tools and assessment procedures and teacher decision making</p>	
October 24 Week 9	Literacy Assessment and Curriculum and standards-based IEPs; <ul style="list-style-type: none"> ❖ IEPs and Curriculum for Students in AC ❖ Standards-Based IEP process in Virginia ❖ A collaborative assessment process to drive the IEP 	Read: <ul style="list-style-type: none"> <input type="checkbox"/> VADOE Core Progress chart for Reading, Writing and Math <input type="checkbox"/> Kleinhert & Kearns, Ch 6 <input type="checkbox"/> Lemon et al (2016) article in Bb
October 31 Week 10	Progress Monitoring <ul style="list-style-type: none"> ❖ What does it mean now that I have these test results? ❖ Deficit –based vs capacity building 	<ul style="list-style-type: none"> ❖ Progress Monitoring Tools ❖ Educational Benefit
Nov 7 Week 11	Mathematics Assessment & Curriculum	Read: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 7, Math Instruction</i>

	<ul style="list-style-type: none"> ❖ Overview of Literacy Curriculum & Assessment and Developing Standards-based literacy goals ❖ Age appropriate materials 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Courtade & Browder, Ch. 3</i> <input type="checkbox"/> Links and resources in BB
Nov 14 Week 12	<p>Science & Social Studies Curriculum</p> <ul style="list-style-type: none"> ❖ Assessment for middle and secondary ❖ Involving students in their IEP <p>Incorporating Functional Skill Development into the Standards based curriculum;</p> <ul style="list-style-type: none"> ❖ Transition, Independent Living Skills, Community and Domestic Skills, Friendship and Self Determination 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Klienert & Kearns, Ch. 8 <input type="checkbox"/> Klienert & Kearns, Ch. 9 <input type="checkbox"/> www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement
Nov. 21 Week 13	<p>Incorporating Functional Skill Development into the Standards based curriculum;</p> <ul style="list-style-type: none"> ❖ Communication, Social Skills, Behavior, Sensory and Motor Needs Transition, Independent Living Skills, Community and Domestic Skills, Friendship 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Courtade & Browder, Ch. 5</i> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 10</i> <input type="checkbox"/> Ayres, Douglas, Lowrey, Sievers (2011) article Bb
Nov 28 Week 14	<p>Assistive Technology in the IEP</p> <ul style="list-style-type: none"> ❖ Decision making and AT ❖ Using AAC devices to access Curriculum and Assessments <p>How To: Use TTAC Tools and GMU apps to determine supplemental aids, supports and services</p>	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings on assistive technology in BB + <input type="checkbox"/> Consideration of Assistive technology in the IEP (The Virginia Assistive Technology Resource Guide)
Dec. 5 Week 15	<p>Making the General Curriculum Accessible for Students with Significant Disabilities:</p> <ul style="list-style-type: none"> ❖ Pulling it all together to schedule ❖ Assistive Technology in the IEP ❖ How the right tools make the difference 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Klienert & Kearns, Ch. 6</i> <input type="checkbox"/> Links and resources listed in Blackboard <input type="checkbox"/> Frances Stetson tools <input type="checkbox"/> Matrices examples

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/>

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and

fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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 4533.

GMU Policies and Resources for 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 turned off 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>