

**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION  
IN SPECIAL EDUCATION ADAPTED CURRICULUM**

Spring 2018

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: 14176; Section 6U1, CRN 21544; Section 6Y1; CRN 21736]

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	<i>Please leave your full name and course site if you text or leave a voice mail.</i>	
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<b>Office Hours:</b>	Monday 8-9 pm by phone or by appointment.	Sun. 8-9 pm by phone or Google video chat (elizabethmaltieri) or by appointment
<b>Meeting Dates/Times:</b>	01/24/18-05/02/18; 7:20 pm – 10:00 pm	
<b>Meeting Day(s):</b>	Wednesdays There are two exceptions – There will be no class on March 7 (RU spring break). March 14 (GMU spring break) will be an online class that can be joined at home. Class time on March 14 will also be used for individual meetings via phone or Zoom.	

**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.

**Prerequisite(s):** None

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

**GMU Course Description (GMU Students ONLY)**

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.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

### **Consortium Course Description**

This is an advanced level course in the Special Education, Adapted Curriculum Course Sequence. It requires prerequisite knowledge and skills in the discipline. The course is designed to help you to develop or enhance your knowledge and skills related to best practices in curriculum and assessment for those preparing to teach individuals with severe disabilities who need an individualized, adapted approach to the general education curriculum. Three major components of the assessment process will be addressed:

- (1) Initial diagnosis and assessment for establishing/maintaining eligibility for services and identifying needed supports and services;
- (2) Assessment to develop standards-based IEPs and to create meaningful, functional, academically- based curriculum within an inclusive framework; and
- (3) Assessment to evaluate student progress for the IEP, the VAAP and state and national assessment mandates.

You will plan, develop, and implement a variety of assessment and curriculum activities with target students with severe disabilities within each of these three assessment components. Applied use of assistive technology will be integrated within the course.

### **Advising Contact Information (specific information refers to GMU students only)**

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 (703) 993-3670 for assistance. All other students should refer to their university faculty advisor.

### **Course Delivery Method**

This will be a reading and writing intensive course; we believe strongly in the reading, writing, and talking to learn model. All students will need professional writing and research skills. Students are expected to be proficient at using the Internet to find and access materials and resources for students with severe disabilities. You will be expected to participate actively in class by asking and answering questions, making comments, and completing in-class activities. Please come to class having completed the reading and assignments, and ready to participate. The assignments for this course are designed to give you a chance to demonstrate practical application of the course content. Learning activities in this class will include the following:

1. Lectures and demonstrations
2. Discussion and participation during interactive class sessions via Zoom and other engagement tools and asynchronously in Blackboard
3. Presentations of assessment and curriculum tools
4. Small and large group class activities
5. Hands-on interaction and application of assessment and teaching strategies with a student with significant disabilities
6. The development of written reports and curriculum plans which can be shared with family members and other team members.

We will use BlueJeans Video conferencing and other interactive engagement tools during class time for the “synchronous” (live) part of this class. We will use Blackboard as our learning management

system and for “asynchronous” (on your own time) participation. If you wish to use Blackboard with your iPhone or iPad, you will need to go to the App Store and download the free apps. All course participants should choose GMU as your university when prompted in the app download.

### **Learner Outcomes**

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

- 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.
- 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.
- 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.
- 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 student’s chronological age, and the concerns and priorities expressed by family members.
- Identify needs for assessment and curriculum development of learners who have dual exceptionalities such as 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. (2016). *Aligning IEPs to State Standards for Students with Moderate-to-Severe Disabilities*. Wisconsin: Attainment Company

Browder, D. & Spooner, F. (2014). *More Language Arts, Math, and Science for Students with Severe Disabilities*. Baltimore: Paul H. Brookes

Arick, J., Nave, G., Hoffman, T., & Krug, D. (2004). *FACTER – Functional Assessment and Curriculum for Teaching Everyday Routines- Program Manual*. Austin, Texas: Pro-Ed, Inc.

## **Recommended Textbook**

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

## **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 depth, and who are assessed through the VAAP (VA Alternate 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 areas of resources will be used for this class – Curriculum-Based Assessment; Understanding the ASOLs; and Teaching Process including Sample Activities and Suggested Instructional Strategies <http://ttaconline.org/vaap>

Virginia Department of Education Policy and Procedures for Participation in Alternative Assessments

<http://www.doe.virginia.gov/testing/participation/index.shtml>

[http://www.doe.virginia.gov/testing/alternative\\_assessments/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml)

[http://www.doe.virginia.gov/special\\_ed/disabilities/intellectual\\_disability/guidance\\_significant\\_cognitive\\_disabilities.pdf](http://www.doe.virginia.gov/special_ed/disabilities/intellectual_disability/guidance_significant_cognitive_disabilities.pdf)

## **Course Policies & Expectations**

### **Honor Code**

Students of this classroom community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. Work submitted must be your own and must be with proper citations (see individual university honor codes below).

### **Professional Dispositions.**

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

### **Core Values Commitment**

The Consortium Universities are committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

### **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 or phone. 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 ZOOM, but we must have at least ONE week notice. If you miss class, you can watch the class through the archived livestream (see below for directions). **Anyone who misses more than three classes will have their final grade for the class lowered by one letter grade.** 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, we 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 (NONE for this course)**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment. (NO ACCREDITATION ASSESSMENT REQUIRED FOR THIS COURSE). However, **RU and VCU students are strongly encouraged to include the Assessment History and PLOP assignments in their final portfolio.**

### **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 occur in off-campus settings, usually schools (CAEP, 2016). If you are employed in an educational setting as a teacher or instructional assistant, you may complete the assignments and student interaction requirements on the job. Students who do not have direct access to students with significant disabilities must arrange a field experience through their university field experience office. It is expected that you will need **at least 25-30 hours** (min. of two hours most weeks) across the course and the semester to engage in assessment activities with your target student, their family and team members.

### **REQUIRED PROCEDURES FOR ALL GMU STUDENTS ENROLLED IN THIS COURSE.**

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.

2. 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.

3. 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.

4. 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.

#### SUGGESTED PROCEDURES FOR STUDENTS ENROLLED AT OTHER UNIVERSITIES

Contact your university field experience office immediately after the first night of class. It has worked best in the past when students who need a field experience work in the classroom of another course participant who is employed as a teacher, and who agrees to host you. It is expected that you will need **at least** 25-30 hours (min. of two hours most weeks) across the course and the semester to engage in assessment activities with your target student, their family and team members. You will be observing and interacting with a target student, interviewing members of the student's IEP team including the family, and completing a records review, including reading past and present IEPs, and the assessment reports of your target student.

#### **Grading Scale**

93-100% = A    87-89% = B+    70-79% = C  
90-92% = A-    80-86% = B    < 70% = F

\*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.

## Course Assignments

### 1. ***On-line discussion of readings and questions posted by the professor/class members-50***

**points:** There will be two on-line discussions early in the semester related to course topics and assignments. Full participation per the guidelines below will be worth up to 25 points each.

- 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 10 points).
- b. 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)
- c. *By class time on Wednesday*, you will write and post a thoughtful 150-250-word response to *one* of your peer's 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 8 points).

### 2. ***Assessment history on target student with critical analysis-100 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. ***Complete the following assessment activities with your target student – 25 points each***

- a. Gather information through interview to create a positive personal profile
- b. Complete a Circle of Friends Assessment and Analysis – interview and interaction
- c. FACTER: Assessment Phase for One Domain – interview and observation
- d. Curriculum-based assessment sample for one academic content area

**4. Expanded narrative describing target student’s Present Level of Educational and Functional Performance (PLOP) -100 points:**

You will continue to focus on the target student with significant disabilities that you used for the Assessment History. You will use your record review and the new information you have gathered on your student through the four assigned assessment activities to complete the first part of the IEP and the student’s Present Level of Academic and Functional Performance per VDOE regulations and procedures and guidelines for the IEP.

**5. Final Exam - Write two new goals incorporating communication, self-determination and assistive technology – a functional goal and an academic goal. 50 points**

**Course Schedule**

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

Date	Topics	Readings/What’s Due
Week 1 Jan 24	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introductions</li> <li><input type="checkbox"/> Purpose of Assessment</li> <li><input type="checkbox"/> Review Syllabus</li> <li><input type="checkbox"/> Explain this week’s discussion</li> <li><input type="checkbox"/> Overview of Evaluation and Assessment</li> <li><input type="checkbox"/> The Eligibility Process</li> <li><input type="checkbox"/> Evaluation and Re-Evaluation requirements</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus</li> <li><input type="checkbox"/> <i>Essential Concepts of People First Language</i></li> <li><input type="checkbox"/> Selected sections of IDEA and VA Special Education Regulations:               <ul style="list-style-type: none"> <li>• VDOE Sample Eligibility Process Forms and Disability Worksheets</li> <li>• VDOE – VA Special Education Regulations</li> </ul> </li> </ul> <p>*For those needing this background information, these documents are available in a folder in BB</p>
Week 2 Jan 31	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Evaluation and Re-Evaluation of Students with Severe Disabilities</b></li> <li><input type="checkbox"/> Deficit-based (medical models) of assessment vs. capacity building models and their implications</li> <li><input type="checkbox"/> <u>How- To: Assessment History Assignment and why we do it</u></li> </ul>	<p><b>Read: (to be found in BB)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> O’Brien, <i>Search for Capacity</i></li> <li><input type="checkbox"/> Snell &amp; Brown, <i>Meaningful Assessment</i></li> <li><input type="checkbox"/> Description of Assessment History Assignment</li> </ul> <p><b>Due:</b> Discussion #1 – Introducing ourselves</p>
Week 3 Feb 7	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstration of standardized and non-standardized assessment tools</li> <li><input type="checkbox"/> Overview of current methods/approaches of assessment</li> <li><input type="checkbox"/> <b>Discussion:</b> Pros and cons of</li> </ul>	<p><b>Read for Class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of intellectual disability and the FAQ sheet at AAIDD - <a href="https://aaid.org/intellectual-disability/definition#.WkawdlWnHX4">https://aaid.org/intellectual-disability/definition#.WkawdlWnHX4</a></li> <li>More about the identification of children with intellectual disabilities <a href="http://www.parentcenterhub.org/intellectual/">http://www.parentcenterhub.org/intellectual/</a></li> <li><input type="checkbox"/> Professional Practice Guidelines for</li> </ul>



	<p>traditionally used tools and assessment procedures</p> <p><b>Note:</b> Review class readings as needed to make sense of the information you are gathering for your assessment history</p>	<p>Assessment &amp; Identification of Students with Autism  <a href="http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html">http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html</a></p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student for assessment history assignment must be confirmed with Ms. Evans</li> <li><input type="checkbox"/> Begin search for files</li> <li><input type="checkbox"/> Have permission form signed; Make initial contact with family member to explain our work this semester</li> </ul>
<p>Week 4 Feb 14</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What meaningful educational assessment looks like for students with significant disabilities</li> <li><input type="checkbox"/> <b>Assessment to gather information about needed academic and functional routines</b> Introducing the FACTER</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>FACTER</b> - Chapter 1 and 2</li> </ul> <p><b>Due:</b> Discussion #2 – What have you learned from the assessment history?</p>
<p>Week 5 Feb 21</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Assessment to identify family and student priorities (Person-Centered Planning)</b></li> <li><input type="checkbox"/> Characteristics of IEPs with Social Validity</li> <li><input type="checkbox"/> Person-centered planning, Circles of support, Circle of Friends Assessment</li> </ul> <p><u>How-To:</u> Maps and Circle of Friends Developing a Positive Personal Profile</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> O'Brien and Lovett - Finding A 'Way Toward Everyday Lives The Contribution of Person Centered Planning</li> </ul> <p><b>DUE: Assessment History Assignment on Sunday night, Feb. 25</b></p>
<p>Week 6 Feb 28</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Part II of Routines-Based Assessment</b></li> <li><input type="checkbox"/> <b>Introducing the PLOP and the PLOP assignment for this class</b></li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FACTER- Chapter 3: Detailed Procedures</li> <li><input type="checkbox"/> Skim the appendices and come to class with an idea of what routines you might assess</li> </ul>
<p>March 7 NO CLASS</p>		
<p>Week 7 Mar 14</p>	<p><b>Online Learning Module:</b> Universal Design for Learning</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Courtade and Browder - Introduction</li> <li><input type="checkbox"/> Browder and Spooner - Chapters 12, 13</li> </ul>

We will NOT meet as a class	Set up phone or BlueJean appt. with Ms. Evans	and 14 <b>DUE: Assessment #1</b>
Week 8 Mar 21	<input type="checkbox"/> <b>Assessment to gather meaningful information about academic skills leading to standards- based IEPs;</b> <input type="checkbox"/> <b>Making the General Curriculum Accessible for Students with Significant Disabilities</b>  <u>How-To: Curriculum-Based Assessment (CBA)</u>	<b>Read:</b> <input type="checkbox"/> TTAC Online Links and resources listed in Blackboard <input type="checkbox"/> Courtade and Browder – Chapter 1 <input type="checkbox"/> Downing – Chapter 3; Determining Student Needs (on BB)  <b>DUE: Assessment #2</b>
Week 9 Mar 28	<input type="checkbox"/> Literacy Curriculum and Assessment  <input type="checkbox"/> Self-Determination  <input type="checkbox"/> Assistive Technology	<b>Read:</b> <input type="checkbox"/> Courtade & Browder - Ch. 2 and Ch. 3 <input type="checkbox"/> Browder & Spooner – Jigsaw; you will be assigned one chapter – from 4,5,6,7 <input type="checkbox"/> Links and resources in BB  <b>DUE: Assessment #3</b>
Week 10 April 4	<input type="checkbox"/> Mathematics and Science Curriculum and Assessment  <input type="checkbox"/> Self-determination  <input type="checkbox"/> Assistive technology	<b>Read:</b> <input type="checkbox"/> <i>Browder &amp; Spooner, Jigsaw, you will be assigned one chapter from 8,9,10, 11</i> <input type="checkbox"/> <a href="http://www.imdetermined.org">www.imdetermined.org</a> one-pager, Good Day Plan, Goal Setting & Attainment  <b>DUE: Assessment #4</b>
Week 11 April 11	<input type="checkbox"/> Incorporating Functional Skill Development into the Standards based curriculum; <input type="checkbox"/> Revisit the FACTER <input type="checkbox"/> Small group feedback on draft PLOP	<b>Read:</b> <input type="checkbox"/> Courtade & Browder, Ch. 4 <input type="checkbox"/> FACTER- Chapter 4, Instruction Phase  <b>Due: Before class, prepare a Draft of your PLOP and bring to class for group work</b>
Week 12 April 18	<input type="checkbox"/> Using our new assessment information and expanded PLOP to develop/revise the IEP <input type="checkbox"/> <b>Creating Targeted Goals and Objectives/Benchmarks. Teaching to the Standards</b> <input type="checkbox"/> Practicing Alignment to State Standards Monitoring progress on the IEP <input type="checkbox"/> The VAAP/ Dynamic Assessment	<b>Read:</b> <input type="checkbox"/> <i>Courtade &amp; Browder, Ch. 5- 7</i>  <b>Due April 22: PLOP Assignment</b>

	Burning Questions	
Week 13 April 25	<input type="checkbox"/> Topics Continued from Week 12	
Week 14 May 2		<b>DUE: Final Exam</b>

## 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](http://www.students.vcu.edu/rg/policies/rg7honor.html).

Radford: <https://www.radford.edu/content/sga/home/HonorCode.html>

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](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>

### Incllement 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](mailto: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.

**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.**

#### 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](http://vcms.gmu.edu). Select the category: EDSE and click on the link for the specific class session. The password for this class is **4533**.

## Policies and Resources for GMU Students ONLY

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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