



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Summer 2018

EDSE 514: Orientation and Mobility for Students with Visual Impairments

2 – Credits

Section N01 - CRN: 40959

Section 6V1 – CRN: 43340

Section 6Y1 - CRN: 43326

<b>Instructor:</b> Dr. Kimberly Avila	<b>Meeting Dates:</b> 5/21/2018 – 7/2/2018
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Friday, Saturday, & Sunday, 6/22/18 – 6/24/18 ONLY in person; all other weeks this course meets asynchronously
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> Friday, 4pm – 9pm, Saturday, 8am – 5pm, & Sunday, 8am – 12pm
<b>Office Hours:</b> Mondays and Wednesday from 3-4:30 pm (virtual) or by appointment	<b>Meeting Location:</b> Fairfax, Finley 119 & Online
<b>Office Location:</b> Finley 203a	<b>Other Phone:</b> 703.200.3388

**\*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):** EDSE 511 (may be taken concurrently)

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

**Course Description**

Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Notes: Delivered online. 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.

## **Advising Tip**

Are you completing a teacher licensure or non-licensure certificate program in addition to a Masters degree? Students can submit a Graduate Secondary Certificate Application (<http://registrar.gmu.edu/wp-content/uploads/GSCA.pdf>) to their advisor when they are ready to add a certificate. Talk to your advisor if you have any questions about the program/s you are completing.

## **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. Demonstrate knowledge of the background of the field of orientation and mobility, including historical and legal foundations.
2. Demonstrate knowledge of the role of the orientation and mobility instructor, and will define the roles of other professionals who support learning in orientation and mobility.
3. Describe and demonstrate basic travel techniques for people with visual impairment, including human guide, trailing, stairs, doorways, and protective techniques.
4. Demonstrate knowledge of motor development, concept development, and sensory systems and be able to describe how these components affect orientation and mobility.
5. Demonstrate basic knowledge of a variety of orientation and mobility devices, both low and high-tech, for persons with visual impairment and the pros and cons of these systems.
6. Demonstrate knowledge of the impact of low vision on the process of orientation and mobility.
7. Identify appropriate adaptations in travel techniques for learners with multiple disabilities and for those who are preschoolers.
8. Describe and demonstrate appropriate techniques for the instruction of daily living skills to individuals with visual impairment.

9. Describe and demonstrate appropriate techniques for the instruction of physical education to individuals with visual impairment.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-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 5: Instructional planning and strategies (InTASC 7,8).

### **Required Textbooks**

1. Knott, N. I. (2002). Teaching orientation and mobility in the schools: An instructor's companion. New York: AFB Press. ISBN: 978-0-89128-391-1  
Paperback or ASCII formats available.
2. Pogrud, R., & Fazzi, D. (2002). Early focus: working with young blind or visually impaired children and their families (2nd ed.). New York: AFB Press. ISBN 978-0-89128-856-5  
Available in paperback, online, ASCII, or e-book

### **Materials:**

1. A white cane: Purchase a white, folding cane from any of the vendors below. You will need to measure the length needed for your white cane. To do this, take a measuring tape and measure the length from the ground to your mid-sternum. <https://www.maxiaids.com/> or <http://www.independentliving.com/>
2. One blindfold/sleep shade for the face-to-face weekend

### **Recommended Textbooks**

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

### **Additional Readings**

Posted on 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 514*, 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)**

N/A

**College Wide Common Assessment (TK20 submission required)**

N/A

**Performance-based Common Assignments (No Tk20 submission required)**

N/A

**Other Assignments**

Task	Points	Due
<u>Weekly participation in online responses and discussions</u>	70	Weekly
<u>O&amp;M observation and reflection</u>	50	June 18
<u>Tactile environmental map project</u>	30	June 22; please bring to our face-to-face class
<u>Participation: face-to-face weekend; demonstration of technical skills</u>	100	June 22-24
<u><a href="#">Graduate Candidate Research Summaries</a></u>	20	July 2
<u><a href="#">O&amp;M Informational Presentation/Pamphlet</a></u>	45	July 2

### **Course Policies and Expectations Attendance/Participation**

Attendance during the face-to-face weekend class at the Fairfax campus of George Mason University is mandatory. No absence from this weekend will be excused. In the event a circumstance arises that an individual candidate cannot attend all or part of this session, a withdrawal from the course will be recommended. Each week asynchronous content and participation will be assigned via Blackboard with participation points available.

#### **Late Work**

Only in the case of serious personal/family emergency or illness will late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance. Late work for any reason is subject to loss of points or may not be accepted at all.

#### **Grading Scale**

<b>Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	299-315	95-100%
<b>A-</b>	283-298	90-94%
<b>B+</b>	277-282	88-89%
<b>B</b>	267-276	85-87%
<b>B-</b>	252-269	80-84
<b>C</b>	236-251	75-79%
<b>C-</b>	220-235	70-74%
<b>F</b>	<219	69% and below

### **Assignment Descriptions**

#### **Weekly Participation Online**

This course requires weekly participation in Blackboard to discuss and respond to content. Each week, responses will be required for students to reflect upon information, analyze implications, and collaborate with each other. Online participation includes interactive responses from recorded lectures, discussions on posted content, and other activities. Point distribution will vary each week but will include initial responses to discussion questions and activities that are a minimum of 200 words (or as specified), follow up to other responses, and completion of assigned question or activity. Please use appropriate terminology and respectful, professional communication in all course correspondence.

## Tactile Environment Map Project

Students will select an environment to create a tactile map that is accessible to a student who is blind or visually impaired. The tactile map may represent either an indoor or outdoor setting, such as a cafeteria, classroom, park/playground, recreational facility, general layout of a school, etc. We will explore methods for creating tactile maps in this course, these should be included in your tactile representation. Students may use technologies or appropriate/durable materials to create this project. Symbols and a legend should be included when necessary. Braille labels may be used by students who are proficient in braille, but this is not required for students who have not taken braille courses yet.

Students will be required to share their tactile map project during our face-to-face weekend at GMU and will participate in a familiarization teaching activity. Please be sure to bring your tactile map with you. I will not keep your projects, so please also provide a digital photo of your project for grading and documentation purposes.

### Grading Rubric

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
<b>Material selection</b>	Student chose tactile materials that are optimal for graphic and provide ideal tactile definition for the user	Student chose tactile materials that are adequate for graphic and provide sufficient tactile definition for the user	Student chose tactile materials that are inappropriate for graphic and do not provide enough definition	
<b>Graphic adaptation</b>	Tactile graphic is clear and organized; graphic was ideally adapted, spaced and arranged; braille labels are transcribed properly when necessary; a legend is optimally used when appropriate	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly when necessary; a legend is adequately used when appropriate	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified	

<b>Familiarization activity</b>	Student provided optimal teaching strategies to use for a student who is b/vi	Student provided adequate teaching strategies to use with a student who is b/vi	Teaching strategies were inappropriate or inadequate for student who is b/vi	
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### O&M Lesson Observation

Arrange for an observation of a student with a visual impairment during an O&M lesson. Please arrange this observation well in-advance, as this course is on a shortened timeline. Write a 2-3 page paper describing the lesson objectives and activities. Include a reflection of what you learned from the observation. For example, you may discuss concepts you learned related to O&M, use of different travel techniques or tools, or instructional strategies used by the O&M specialist.

### Grading Rubric

# of points	Item
___/5	Description of purpose of O&M lesson
___/20	Description of the lesson (activities)
___/20	Your reflections about the lesson (Do you think it was effective? What did you learn?)
___/5	Spelling and grammar; APA format: 1-inch margins, references, double spaced

### O&M Informational Presentation/Pamphlet

The purpose of this project is to create an introduction to O&M presentation or informational pamphlet for schools, administrators, teachers, parents, students, and other interested individuals. Ideally, this is a project for you to provide to your school systems and students' parents to bring awareness and education about O&M services. You may create your presentation/pamphlet in a slide show program (e.g. PowerPoint), a word processor, or newsletter/web-based program. However, all materials must be submitted to Blackboard. Your presentation/pamphlet must familiarize your audience with the following elements:

- Overview of O&M:
  - Define the field and purpose of O&M
  - Who benefits from O&M services and how/why
  - Define O&M service providers:
    - Practitioners who are qualified to deliver O&M services
      - Please include a brief description of dual-qualified professionals.
    - A brief description or graphic depiction of the differences services provided by a TVI and O&M instructor
- O&M referrals
  - Describe factors that may warrant an O&M evaluation and referral for services

- Describe who can make a referral for O&M evaluations
- O&M Services: Briefly describe how:
  - O&M services are determined and documented for a school-aged student
  - Services may be delivered for
    - Infants and toddlers
    - School aged students
    - Transitions age students
    - Adults
- O&M supports: Please include a section on how each of the following supports O&M instruction:
  - The role of TVIs in supporting O&M instruction
  - Parents of infants, toddlers and school-aged students: give examples of activities and items that parents can use to support O&M instruction at each stage
  - Other related service providers support of O&M (PT, OT, etc.)
  - General and special education teachers who currently work with the student and their support for O&M
  - Administrators and school personnel (including designers who construct the school environment)
- Current issues: briefly discuss considerations for liability, student safety, and IDEA compliance related to schools and O&M.
- O&M Resources
  - Provide relevant resources for your school system, parents, administrators, and other interested individuals to refer to for more information
- Writing style: please keep in mind this project is to be written for those who have limited or no previous knowledge on O&M and VI.
  - Please use APA and include at least five citations to support the information you provide.

Criteria	Exemplary	Satisfactory	Unsatisfactory	Points earned
<b>10 possible points</b> Student defines the field and purpose of O&M; identifies qualified O&M service	10 points Definition and purpose of O&M are optimally identified, service providers optimally explained and cited for each role/responsibility	8-9 points Definition and purpose of O&M are clearly identified, service providers clearly explained and cited for each role/responsibility	<7 Definition and purpose of O&M are not or partially explained; service providers inaccurately defined, supports are either not relevant or not provided.	

providers and roles of O&M/TVI explained				
<b>10 points possible</b> O&M referrals, services, and supports are provided.	10 Provides optimal and comprehensive description of numerous relevant factors considered for an O&M referral; discusses and optimally defines services and supports for O&M development.	8-9 Provides a thorough description of important and relevant factors considered for an O&M referral; discusses and accurately defines services and supports for O&M development.	<7 Provides limited or irrelevant description of factors considered for an O&M referral; provides limited or inaccurate discussion of defines services and supports for O&M development.	
<b>10 points possible</b> Current issues in O&M	10 Provides clear, detailed, and optimal description of current issues in O&M, including a thorough and well-supported list of factors pertaining to liability, IDEA compliance, and student safety. Identifies other current issues that extend beyond the parameters of this assignment that are based on current literature in the field.	8-9 Provides a thorough description of current issues in O&M, including a thorough and supported list of factors pertaining to liability, IDEA compliance, and student safety.	<7 Provides a limited or inaccurate description of current issues in O&M, excludes or minimally discusses factors pertaining to liability, IDEA compliance, and student safety.	
<b>5 points possible</b> Resources for O&M.	5 Ample resources are provided that are appropriate and relevant to support	4 Several resources are provided that are appropriate to support best	<3 Limited resources are provided to support best practices in O&M	

	best practices in O&M for school personnel	practices in O&M for school personnel	for school personnel; resources are not relevant or appropriate	
<b>10 points possible</b>	10 APA style used, free of grammar errors, well-written	8-9 APA style used, some grammar errors, some limitations with writing	<7 APA style errors, grammatical errors significant limitations with writing	
Mechanics				
Writing style				
Citations	Presentation/pamphlet is clear, concise and succinct; can be interpreted by those not in VI field	Presentation/pamphlet is concise and can be interpreted by those not in VI field	Presentation/pamphlet lacks clarity and direction, may not be interpreted by those who are not in VI field	
	Five or more citations are used, including those not required for reading in this course	Five or more citations are used, citations did not expand beyond content of this course	Fewer than five citations are in paper, did not expand beyond required content reading in this course	

**Participation: Face-to-face Weekend; Including Demonstration of Technical Skills**

Our face-to-face weekend is scheduled for June 22-24 at GMU's Fairfax campus. Active participation is required for this session. Students will engage in basic technical skills in orientation and mobility (e.g. human guiding) and will be asked to demonstrate proficiency with these techniques.

**Graduate Candidate Assignment: Research Summaries**

Each graduate student will complete a 20-point research analysis and synthesis assignment of two scholarly research articles in the field of orientation and mobility.

**Summary One:**

Students will select one of the posted research articles on Blackboard, write a summary of the research (criteria specified below) and post to the discussion board on Blackboard. Students must comment and communicate with others on the discussion board.

**Summary Two:**

Students will search through their university libraries, either online or in person, and choose a journal research article related to orientation and mobility. Then each will use the format specified below to synthesize the research and post to the discussion board. The *Journal of Visual Impairment and Blindness* will have ample research to choose from in this field, but students may also find articles from other peer-reviewed, scholarly publications. Students must comment and communicate with others on the discussion board.

Research summaries must include the following:

- Citation (in APA format, 6th edition)
- Purpose of study and/or research questions: (What questions were the researchers trying to answer; usually stated at the end of the introduction)
- Participants: What were the characteristics of participants and how many were in the study?
- Method: how did the researchers conduct the study
- Results: summarize what the study found
- Your perspective: Please share your thoughts on the research: Do you recognize limitations with the research? Is it practical? How could the research be expanded upon and/or improved?
- NOTE: do NOT just summarize the abstract found at the beginning of articles. Abstracts do not include much of the necessary information, so read through each article thoroughly.
- Summary lengths will vary but must be a minimum of 300 words.

### Graduate Research Summary Rubrics

#### Summary One

Task	Points Possible
Chose 1 of the posted articles	1
Posted summary of at least 300 words and included the above sections	5
Accurately interpreted the research	2
Engaged in discussion and feedback with other students online	2
<b>Total</b>	<b>10</b>

#### Summary Two

Task	Points
Chose an article from a scholarly, peer-reviewed journal	1
Chose an article related to an O&M concept	1
Accurately synthesized the research with the specified criteria in at least 300 words	6

<b>Engaged in discussion on the DB with other students</b>	2
<b>Total</b>	10

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### Class Schedule

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

Week	Task	Readings, assignments and due dates
<b>Week 1 May 21-27</b>	Course and syllabus overview The field of orientation and mobility <ul style="list-style-type: none"> <li>• Historical perspectives of O&amp;M</li> <li>• O&amp;M overview: professionals, clients and students; tools and techniques</li> <li>• Referrals</li> <li>• Policies and regulations</li> </ul>	Videos: syllabus overview and intro to O&M lecture  Knott (2002): <ul style="list-style-type: none"> <li>• Ch. 1: Overview</li> <li>• Ch. 3: Referral and Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration and TVIs roles and responsibilities</li> </ul>	<p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p> <p>Confirm your housing/hotel for face-to-face weekend Please share with me the name/contact information of the O&amp;M instructor you will observe.</p> <p>Measure for and order your white cane</p>
<p><b>Week 2</b> <b>May 28-June 3</b></p>	<p>Introduction to familiarization and tactile environmental mapping O&amp;M in early childhood</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Developmental considerations</li> <li>• Tools and techniques</li> <li>• TVIs role with family and O&amp;M service providers</li> <li>• Promoting safety</li> </ul>	<p>Video: O&amp;M in early childhood and tactile maps Pogrund &amp; Fazzi (2002)</p> <ul style="list-style-type: none"> <li>• Ch. 2: Family Focus</li> <li>• Ch. 9: Motor Focus</li> <li>• Ch 10: Mobility Focus</li> <li>• Ch 11: pp 405-413</li> </ul> <p>Knott (2002)</p> <ul style="list-style-type: none"> <li>• Appendix: Checklist of O&amp;M Instructional Areas and Related Objectives</li> </ul> <p>Linked on Bb:</p> <ul style="list-style-type: none"> <li>• Guidelines and Standards for Tactile Graphics, 2010</li> <li>• APH: Guidelines for design of tactile graphics</li> </ul> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p>

<p><b>Week 3</b> <b>June 4-10</b></p>	<p>O&amp;M in the school years</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Developmental considerations</li> <li>• Tools and techniques</li> <li>• TVIs role with family and O&amp;M service providers</li> <li>• Promoting safety</li> </ul>	<p>Video: O&amp;M in school years lecture</p> <p>Knott (2002)</p> <ul style="list-style-type: none"> <li>• Ch. 4: The Individualized Educational Program</li> <li>• Ch. 5: Approaches to Teaching O&amp;M</li> <li>• Ch. 7: Teaching Techniques</li> </ul> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p>
<p><b>Week 4</b> <b>June 11-17</b></p>	<p>O&amp;M through transition and adulthood</p> <ul style="list-style-type: none"> <li>• Concepts and skills</li> <li>• Tools and techniques</li> <li>• TVIs role with family and O&amp;M service providers and rehabilitation specialists</li> <li>• Safety considerations</li> <li>• O&amp;M and liability</li> <li>• Independent living</li> </ul>	<p>Knott (2002)</p> <ul style="list-style-type: none"> <li>• Ch. 9: Professional and Strategic Issues</li> </ul> <p>Guiding techniques: videos posted on Bb.</p> <p>Video: lecture on O&amp;M transition and adulthood</p> <p>Additional readings and resources posted on Blackboard</p> <p><b>Due:</b> Discussion questions and due dates posted on Bb</p> <p><b>Due June 18:</b> <a href="#">O&amp;M observation reflection</a></p>
<p><b>Week 5</b> <b>June 18-24</b></p>	<p>Face-to-face session At GMU Fairfax campus Friday, June 22: 4-9pm Saturday: June 23: 8am-5pm Sunday: June 24: 8am-12pm</p>	<p><b>Due:</b> <u>Everyone:</u> Submit your questions for our O&amp;M panel by June 21</p>

	Main meeting location: Finley room 119	<b>Due:</b> <a href="#">Tactile environment map project</a> (June 22, bring with you to our face-to-face class on Friday)  Bring your blindfold and white cane
<b>Week 6 June 25-July 2</b>	Research and the field of orientation and mobility  Course conclusion	<b>Due: July 2</b> <u>Everyone:</u> <a href="#">O&amp;M Informational Presentation/Pamphlet</a>  <b>Due: July 2</b> <u>Graduate students only:</u> <a href="#">Online response and discussion: Research and O&amp;M</a>

### 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/>

### GMU Policies and Resources for Students

#### 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 or with the equivalent office at their Consortium university. 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 silence all sound emitting devices 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://coursessupport.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/>.**

### **Appendix**

N/A