

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

Fall 2021

Communication and Severe Disabilities, 3 Credits

Consortium Titles

- George Mason University: EDSE 362 Communication and Severe Disabilities
 - EDSE 362 DL1: CRN 77994; EDSE 534 DL1: CRN: 71797; EDSE 534 6U1: CRN: 86749; EDSE 534 6Y1: CRN: 86723
- Virginia Commonwealth University: SEDP 600 Language/Communication Intervention for Young Children and Individuals with Severe Disabilities
- Radford University: EDSP 667 Communication & Severe Disabilities
- Norfolk State University: SPE 643 Communication Development for Individuals with Severe Disabilities
- Old Dominion University: SPED 673 Communication and Severe Disabilities
- James Madison University: EXED 602: Communication, Language and Sensory issues in ASD

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|---|---|
| Instructor: Dr. Meghan Betz | Meeting Dates: 8/23/2021 – 12/3/2021 |
| Phone: Please email to set up a call Zoom: https://gmu.zoom.us/j/2440575629 | Meeting Day(s): N/A |
| E-Mail: mbetz1@gmu.edu | Meeting Time(s): N/A |
| Office Hours: By appointment | Meeting Location: N/A; Online |
| Office Location: Virtual Office- https://gmu.zoom.us/j/2440575629 | Instructing University: GMU |

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

GMU Course Description

Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on MONDAY, AUGUST 23, 2021.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download free trial education and AAC software to their computer or tablet

as part of course requirements. PLEASE PLAN FOR THIS IF USING YOUR WORK COMPUTER- these assignments are REQUIRED.

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on the following Tuesday (i.e., 1 week+1 day). Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. We will meet via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications. Consider the background in any

videos posted. Additionally, although your emails do not need to be formal, they are expected to be professional in style/format.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with their University's Office of Disability Services.

Learner Outcomes

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

1. Identify characteristics of non-symbolic and symbolic communication
2. Describe and discuss methods for assessment, identification of priorities, and monitoring progress of individuals with communication impairments.
3. Discuss and evaluate the range of augmentative and alternative communication devices and systems/assistive technology available for individuals with severe disabilities.
4. Implement assessment strategies to improve students' social interaction with peers and others.
5. Implement communication/AAC/AT assessment strategies to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels.
6. Understand and identify behaviors associated with communication.
7. Describe language development and emergent literacy skills for students who use augmentative and alternative communication devices and systems/assistive technology.
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading for students who use augmentative and alternative communication devices and systems/assistive technology.
9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities for students who use augmentative and alternative communication devices and systems/assistive technology.

Professional Standards

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. (Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Texts

Beukelman, D. R. & Light, J.C. (2020). Augmentative and alternative communication: Supporting children and adults with complex communication needs (5th ed.). Baltimore: Paul H. Brookes.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (i.e., the designated locations on Blackboard).

VIA 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 VIA (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 VIA.

For EDSE 534, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

None

College Wide Common Assessment

(VIA submission required)

None

Course Assignments

1. **Weekly Learning Modules** (14 Modules @ 30 points each, 420 points total)
All modules will open on the specified Monday at 9:00am and all work must be submitted by the following Tuesday by 11:59 pm.

Within any learning module, students will be presented with a series of activities. Some activities such as viewing a video or reading a chapter in the textbook are categorized as “Read/View”. Other activities such as taking a quiz are categorized as “Complete”. All activities identified as “Complete” must be submitted on-time and be of satisfactory quality to receive full credit. Please note that while “Read/View” activities are not “graded,” access to them is being tracked through Blackboard and the content is assessed

through additional course assignments.

Modules are graded as a whole and must be completed in their entirety for credit. If a student struggles with a task within the module but has attempted a good faith effort to complete the work, they will receive an opportunity to discuss their questions/concerns and re-do the task for full credit

Undergraduate differentiation: When specified within a particular module, undergraduates may be directed to complete a different or modified assignment. In particular, undergraduates will not be expected to complete research activities at the same level as graduate students.

2. **Communication Board Development, Use, & Reflection** (170 points)

Using the strategies and procedures reviewed in class, students will create a communication board for **their own** use.

Students will participate in a nonspeaking experience while using a communication board. Students will design a core communication board for their **personal use**, will use their board in a setting of their choosing for one hour, and will then write a reflection on his or her experiences and impressions. A template and rubric will be provided.

3. **Case Study: AAC Toolbox Video Presentation** (170 points)

You will choose from a series of profiles of students who have complex communication needs.

You will develop a communication toolbox for your selected student combining low, mid, and /or high-tech tools that addresses their communication needs across environments and across the day. This includes transitions (e.g., on the bus, in the hall), daily routines (e.g., lunch), and academic instruction.

- a. ***Design the toolbox:*** Design a system of multiple tools that addresses your selected student's unique communication needs. You'll need to consider such factors as the individual's physical access needs, environmental considerations, age appropriateness, ease of use, and the ability to be clearly understood by others. You will consider what you've learned in class and your readings to determine symbol selection, physical design, and materials.

*****Look ahead to your final major assignment, the AAC System Description and Implementation Report. You should plan to use this SAME system for that project as well.*****

- b. ***Create the System:*** You will create the actual physical materials that you would use in your system. Be sure to include a fully designed system that addresses communication during all parts of the day, like transitions (e.g., on the bus, in the hall), daily routines (e.g., lunch), and academic instruction.
- c. ***Present the System:*** You will create a 10-15 minute video presentation where

you:

- (1) demonstrate your tools, and
- (2) present the rationale/research support for your choices.

You will upload this video for your professor to view on Blackboard. A slide template will be provided. The presentation should address the following topics to obtain full credit on this assignment:

- (1) Description of your student
- (2) An overview of all the components of your system
- (3) A thorough rationale for your choices (i.e., symbol selection, physical access to and interactivity with the system, etc., referencing your text and other class readings)
- (4) Demonstration of the materials you will use for core communication, transitions, and academic instruction

4. **AAC Toolbox Description and Implementation Report** (170 points)

You will further develop the toolbox designed in assignment 3 by discussing how you would teach students to use their tools in various settings/situations.

For this report, you will write a 6-8 page APA formatted paper. A rubric and template for the paper will be provided.

The system described in the paper must include evidenced-based descriptions of:

- A core language board/primary tool for use across environments
- Communication tool(s) for use during academics
- Communication tool(s) for use during transitions
- Instructional strategies/plans for teaching students how to use their tools
- Progress monitoring strategies/plans to assess students' successful use of their tools.

Undergraduate differentiation: For this assignment, undergraduate students will be provided with literature regarding evidence-based practices as references for their paper. Graduate students will obtain their own supporting literature. See undergraduate/graduate assignment rubrics for further details.

5. **Peer Highlights** (70 points)

You will have an opportunity to share your work with peers and to learn from their work as well! This will include:

- A. Creating a 2-3 minute video for your peers highlighting of one aspect of your toolbox (40 points)
- B. Completing a "What I Learned" form after watching peers' videos (30 points)

Assignment Summary

| | |
|--|-------------|
| Weekly modules (14 weeks x 30 points each) | 420 points |
| Communication Board Development, Use, & Reflection (3-4 page reflection) | 170 points |
| AAC Toolbox Video Presentation (10-15 minute video) | 170 points |
| AAC Toolbox Description & Implementation Report (6-8 page paper) | 170 points |
| Peer Highlights: Video (2-3 minute video) | 40 points |
| Peer Highlights: <i>What I Learned</i> form | 30 points |
| Total Points: | 1000 points |

Course Policies and Expectations

Attendance/Participation

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Grading for work completed in Learning Modules is specifically outlined in Weekly Learning Modules within the Other Assignments section of the syllabus

Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor. If you feel that you are having difficulty keeping up, please set up a conference!

Late Work

Weekly Learning Modules

In fairness to students who make the effort to submit assignments on time, there will be progressive point reduction per day for late work within each learning module. Work that is submitted one day late will receive a 20% point reduction, work that is submitted two days late will receive a 30% point reduction, and work that is submitted 3 days late will receive a 50% point reduction. After three days past due, students will receive a 0 for any missing work within that learning module.

ONE-TIME Extension: The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to request a one-time extension that they can apply to one Weekly Learning Module (**Modules only; not to any major assignments**). Students must request the extension by emailing the instructor (mbetz1@gmu.edu) prior to the original due date; requests made after 11:59pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received this ONE-TIME extension; it will be automatic as long as it is the first request. The deadline for extended work will be Sunday

of that week (i.e., 5 days late). All extensions will be tracked in the Blackboard gradebook.

***After midnight Sunday, late module work will NOT be accepted.

Major Course Assignments

In fairness to students who make the effort to submit assignments on time, there will be a 10%-point reduction per day for late papers for up to 5 days. (For example, a 200-point assignment will lose 20 points per day). After 5 days, students will earn a 0 for the missed assignment.

Other Requirements

All assignments should reflect professional/college level spelling, syntax, and grammar. If you experience difficulties with the writing process, you will need to document your work with your university's writing center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

Grading Scale

| Graduate Students | Undergraduate Students |
|--------------------------|-------------------------------|
| 93-100% = A | 93-100% = A |
| 90-92% = A- | 90-92% = A- |
| 85-89% = B+ | 85-89% = B+ |
| 80-84% = B | 80-84% = B |
| 70-79% = C | 77-79% = C+ |
| | 74-76% = C |
| | 70-73% = C- |
| | 60-69% = D |
| | < 60% = F |

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

Class Schedule

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

| Week | Module Start Dates (MONDAYS) | Module Topic | Module DUE Dates (TUESDAYS) | Additional Assignments Due |
|------|------------------------------|---|-----------------------------|---|
| 1 | 8/23* | Course Overview Introduction to AAC AAC Assumptions | 9/7* | *You will have two weeks for this module (in order to become acclimated to the way the course runs and to get setup with your login credentials). The remaining modules are due weekly. |
| 2 | 8/30 | WHAT we Communicate & HOW we Communicate | 9/7 | |
| 3 | 9/6 | Vocabulary | 9/14 | |
| 4 | 9/13 | Communicator Characteristics | 9/21 | |
| 5 | 9/20 | Alternative Access | 9/28 | Communication Board and Reflection Write Up DUE 9/28 |
| 6 | 9/27 | Emergent AAC Strategies | 10/5 | |
| 7 | 10/4 | Symbolic AAC Strategies | 10/12 | |
| 8 | 10/11 | Language Development & Literacy | 10/19 | |
| 9 | 10/18 | Low and Mid Tech Tools | 10/26 | |
| 10 | 10/25 | High Tech Tools | 11/2 | |
| 11 | 11/1 | Check-in (1:1 Virtual) Meeting | 11/9 | |
| 12 | 11/8 | Device Exploration | 11/16 | Case Study Presentation Due 11/16 |
| 13 | 11/15 | Research and Trends | 11/23 | |

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|----|--------|-------------------|--------------------------|---|
| | | | | |
| | 11/22* | User Perspectives | 12/7* | *You will have two weeks for this module – hopefully to enjoy some family/respite time. Please be mindful of your final assignments and upcoming due dates. |
| 14 | 11/29 | FINAL ASSIGNMENTS | See individual due dates | Case Study Paper Due 12/7 Video Highlight for Peers Due 12/8 What I Learned Form Due 12/10 |

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>

Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservices>

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>

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.

Policies and Resources for GMU Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus/) (<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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

See Blackboard