

# VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

SD Characteristics (3 credits)

Fall 2016

<b>Instructor:</b> Dr. Judith Connell	<b>Meeting Dates:</b> 08/29/16 - 12/07/16
<b>Phone:</b> 757-253-0002	<b>Meeting Day(s):</b> Asynchronous
<b>E-Mail:</b> <a href="mailto:jconnel4@gmu.edu">jconnel4@gmu.edu</a> OR <a href="mailto:jconnell@nsu.edu">jconnell@nsu.edu</a>	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment. Ongoing contact via email.	<b>Teaching University:</b> NSU

## Consortium Titles

- RU- EDSP 663 Characteristics of Students with Severe Disabilities
- VCU- SEDP 651 Characteristics of Students with Severe Disabilities
- NSU- SPE 523: Attributes and Medical Conditions Associated with Disabilities
- ODU- SPED 674: Medical and Developmental Risk Factors for Children with Disabilities
- JMU- EXED 509: Characteristics of Severe Disability
- GMU- EDSE 447/547: Medical and Developmental Risk Factors for Children with Disabilities
  - 447 DL1 CRN: 75589; 547 DLI CRN: 75593; 547 6U1 CRN: 82420; 547 6Y1 CRN: 82421

**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.

## Course Description

Examines nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications.

**Prerequisite(s):** None

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

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

## Nature of Course Delivery

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

### **DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. **The course site will be available on August 27. The instructor will alert students via email of course availability.**

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### **EXPECTATIONS:**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start on Monday**, and **finish on Sunday**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at **a minimum this should be 3 times per week. Daily checks are highly encouraged.**
- **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.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **Learner Outcomes**

1. The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12):
2. Human growth and development (birth through adolescence). Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions.
3. An understanding and application of service delivery, curriculum, and instruction of students with disabilities including: -Use of technology to promote student learning; and -Structure and organization of general education classrooms and other instructional settings, representing the continuum of special education services.
4. Knowledge and understanding of the characteristics, learning and support needs of K-12 students with disabilities whose cognitive impairments or adapted skills require adaptations to the general curriculum. This includes intellectual disabilities, developmental delay, autism,

multiple disabilities, traumatic brain injury and the emotional, social, neurobiological, linguistic, medical, and educational aspects of severe disabilities based upon current research, best practice and legal considerations;

5. Child abuse recognition and prevention, and issues and strategies unique to working with students with disabilities.

### **Required Textbooks**

Agran, M., Brown, F., Hughes, C., Quirk, C. & Ryndak, D. (2014). *Equity & full participation for individuals with severe disabilities: A vision for the future*. Baltimore: Paul H. Brookes. ISBN: 978-1-59857-270-4

### **Recommended Textbooks**

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

### **Required Resources**

Any additional resources and readings will be posted on Blackboard.

### **Additional Readings**

Any additional resources and readings will be posted on Blackboard.

### **Course Relationships 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. The CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 3: Curricular Content Knowledge, & Standard 6: Professional Learning and Ethical Practice. (Updated Fall 2014 to align with the revised CEC Standards)

### **Course Policies & Expectations**

*Attendance.*

This is an asynchronous online course. Students will do work independently. There are no online or face-to-face meetings scheduled at this time.

### *Late Work.*

Five percent of the available points for the assignment may be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

### **Additional Course Policies**

- Use APA 6<sup>th</sup> Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. [http://www.plagiarism.org/plag\\_article\\_preventing\\_plagiarism\\_when\\_writing.html](http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html)
- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

### **Course Content**

All course content is contained in the Blackboard Learning Environment. All Module material will be available to students throughout the course. Any questions about content or where to find something should be directed to me.

### **Communication**

The best way to contact me is through email. There is a Send Email icon on the left navigation bar of our course. My email (as well as the email of your classmates) is located here. It is also located at the top of this syllabus. I check my email at least once a day. I will respond to emails within 24 hours, if not sooner, on weekdays.

## Written Work

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). The citation for this manual is included in the syllabus section on Recommended Texts. This is also termed “APA Style.” For an online resource, see [www.apastyle.org](http://www.apastyle.org). Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citation (as needed in Module 4 at the least) and reference pages.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

## Evaluation

Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module and also under the Course Syllabus link on the left side navigation bar in Blackboard. For module assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar). You can read the comments by clicking on the grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this.

This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons and a module assignment. Each lesson includes a lecture, video or media component, and a reading check. Some lessons also contain a discussion activity. Each of the four modules has a final module assignment. The course point breakdown is:

UNDERGRADUATE Assignments			GRADUATE Assignments		
Assignment	Points Each	Total	Assignment	Points Each	Total
Discussions	15	45	Discussions	15	45
Reading Checks (10 total)	25	250	Reading Checks (14 total)	25	350
Module Assignments (4 total)	125	500	Module Assignments (4 total)	125	500

Disability Study*	100	100	Disability Study*	100	100
Student Introduction	5	5	Student Introduction	5	5
TOTAL POINTS FOR COURSE		900	TOTAL POINTS FOR COURSE		1000

\*CAEP Performance-Based Assessment

### TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Disability Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### Grading Scale

#### Undergraduate Students

95-100% = A    74-76% = C

90-94% = A-    70-73% = C-

87-89% = B+    60-69% = D

84-86% = B    <60% = F

77-79% = C+

#### Graduate Students

95-100% = A    70-79% = C

92-94% = A-    <70% = F

89-91% = B+

85-88% = B

80-84% = B-

### Assignments

#### **Performance-based Assessment (TK20 submission required).**

The performance-based assessment for this course is the *Disability Case Study*. Please see the *Course Assignments* section for assignment description.

Students must also submit the Child Abuse and Neglect Module to Blackboard. Please see the *Course Assignments* section for assignment description.

### Course Assignments

**Disability Study:** students will work individually to develop a paper related to a specific disability. In this paper, students will provide an overview of the specified disability as well as

discussion as to how the specified disability impacts families, and what cultural differences must be addressed; a description of the complex needs of individuals with this disorder/disability, a presentation of a range of special education and community-based supports and services that are needed to maximize their achievement and capacity; and a discussion of the impact of the disability on normal growth and development and the ability to learn, interact socially and live is fulfilled contributing members of the community.

**Child Abuse Recognition and Training Module:** All students must complete the online child abuse recognition training module available at [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html)

### **Performance-based Common Assignments**

Upon completion of the Child Abuse Recognition Training Module (see CAEP Assignment above), students will read a summary of research on Abuse and Neglect and write a one-page synthesis of one research study on abuse and/or neglect.

### **Module Assignments (Modules are described fully on the Course Blackboard Site)**

Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write two, two to four page papers. The paper in Module 1 is a personal philosophy statement in which students will respond to specific questions given by the instructor. At the end of the course, you will review this statement and write a statement (minimum of 1-2 paragraphs) revising your original statement. In Module 4, students are asked to choose a topic related to severe disabilities, research the topic, and summarize the current knowledge on it. Module assignments for Modules 2 and 3 are slightly different. See assignment description on Blackboard for further information.

### **Other Assignments.**

### **Student Introduction**

Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course.

### **Discussions**

There will be two group discussions pertaining to films by Dan Habib. Students will view the films, answer discussion questions in Discussions on Blackboard, and respond to classmates' discussion posts. See Course Modules for further information. Other required posts will be found on the Discussion Board page as topics emerge throughout the course.

### **Class Participation**




This is an online, asynchronous course. As such, students will complete course modules independently. See course expectations above for requirements regarding Blackboard interfacing. Active engagement on the Discussion Board page is a requirement.

### Schedule

Week of	Topic	Due  <b>Note: All assignments are due by 11:59 PM EST on the date noted</b>
8/29	<i>Course Overview</i>	<ul style="list-style-type: none"> <li>- Review Syllabus.</li> <li>-Become familiar with technology required for class.</li> <li>-Begin readings and assignments</li> </ul>
9/5	<i>Course Readings</i>	<ul style="list-style-type: none"> <li>-Research on abuse and neglect reading and synthesis paper submitted to Blackboard</li> <li>-Student Introduction submitted to Blackboard</li> </ul> <p><b>Due 9/11</b></p>
9/12	<p><i>Module 1: Foundations</i>            Lesson 1: Changing Definitions and Attitudes            Lesson 2: Providing an Appropriate Education for Students with Moderate and Severe Disabilities -End of Module 1 Assignment            Reading Checks 1 and 2.</p>	<ul style="list-style-type: none"> <li>- View: <i>Including Samuel</i> (film available on Blackboard-see menu bar on left) See Discussion Board Due Date for discussion of the film.</li> </ul> <p><b>-Child Abuse Recognition Training Module Certificate Submitted to Blackboard and End of Module Assignment Due 9/18</b></p>
9/19	<p><i>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</i>            Lesson 1: Working with Families            Lesson 2: Working with Persons with Significant Cognitive Disabilities</p>	See Blackboard for Module Assignments

9/26	<p><i>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</i> Lesson 3: Working with Students with Medical Needs</p> <p>Lessons 4: Supporting Students with the Most Challenging Behaviors</p>	<p>-See Blackboard for Module Assignments -Discussion due on Blackboard: <i>Including Samuel</i></p> <p>See Blackboard for Module Assignments</p>
10/03	<p>Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration</p> <p>-End of Module 2 Assignment</p> <p>Ideally, at this point, you have completed Reading Checks 3 through 7.</p>	<p>See Blackboard for Module Assignments</p> <p><b>Due 10/09</b></p>
10/10	<p><i>Module 3: Curriculum for Students with Moderate and Severe Disabilities</i></p> <p>Lesson 1: Identifying Functional, Age-Appropriate Skills</p>	<p>See Blackboard for Module Assignments</p>
10/17	<p>Lesson 2: Systematic Instruction</p> <p>Lesson 3: Community-Based Instruction</p>	<p>See Blackboard for Module Assignments</p>
10/24	<p><i>Module 3: Curriculum for Students with Moderate and Severe Disabilities</i></p> <p>Lesson 4: Planning for the Life Span: Longitudinal Transition</p>	<p>See Blackboard for Module Assignments</p>
10/31	<p>Lesson 5: Entering Adulthood: Options for Work and Community Living</p> <p>-End of Module 3 Assignment</p> <p>Ideally, at this point, you have completed Reading Checks 8 through 12.</p>	<p>See Blackboard for Module Assignments</p> <p><b>Due 11/06</b></p>
11/07	<p>Discussion Board Reflections</p>	<p>See Discussion Board page in Blackboard.</p> <p><b>Drafts of Disability Study assignment are welcome for feedback.</b></p>

11/14	Discussion Board Reflections	See Discussion Board page in Blackboard.  Drafts of Disability Study assignment are welcome for feedback.
11/21		Catch up on readings and assignments.
11/28	<i>Module 4: Issues and Future Directions</i> Lesson 1: Dealing with Difficult Issues Lesson 2: Future Directions -End of Module 4 Assignment  Ideally, at this point, you have completed Reading Checks 13 and 14.	-See Blackboard for Module Assignments  -View: <i>Restraint and Seclusion: Hear Our Stories</i> (link is in Module 4, Lesson 2)  Due 12/04
12/5	Course Reflection	Disability Study due 12/07

SCHEDULE IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR  
DEPENDING ON THE EMERGING NEEDS OF THE CLASS.

## 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).

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

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

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

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

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>

### Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university's website. Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class. **Typically, this provision does not apply to online courses.**

### 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

Beginning in Fall 2016 NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. Students should have received an email with activation directions from either the GMU registrar's office or Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, [mkinas@gmu.edu](mailto:mkinas@gmu.edu).

### GMU Email and Non-Mason Students

Beginning in Fall 2016, NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

### Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

### Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

### Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

### Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Transition: <http://webcon.gmu.edu/transition/>
- Reading: <http://webcon.gmu.edu/reading/>
- Characteristics: <http://webcon.gmu.edu/characteristics/>
- Teaching Strategies: <http://webcon.gmu.edu/teaching/>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>
- Communication: <https://webcon.gmu.edu/communication>
- Collaborative Teamwork: <https://webcon.gmu.edu/teamwork>
- Positive Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

### **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]