

# VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES AND AUTISM

Spring 2014  
Teaching Strategies, 3 Credits

## Consortium Titles

- University of Virginia: EDIS 5132 Teaching Strategies for Students with Severe Disabilities and Autism
- Virginia Commonwealth University: MNRT 610 Teaching Strategies for Students with Severe Disabilities
- Radford University: EDSP 566 Teaching Students with Individualized Adapted Curriculum
- Norfolk State University: SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities
- George Mason University: EDSE 661 Curriculum and Methods: Severe Disabilities
  - EDSE 661 002, CRN: 18045

<b>Instructor:</b> Lauren Kravetz Bonnet, Ph.D., CCC-SLP	<b>Meeting Dates:</b> 01/21/14 - 04/29/14
<b>Phone:</b> 434-982-4994	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:LKBonnet@virginia.edu">LKBonnet@virginia.edu</a> <b>Skype Name:</b> Lauren.bonnet1	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> by appointment (can meet in person, via phone, Skype, Google Hangout, FaceTime (for Mac users), Blackboard Collaborate Web Conference, or Adobe Connect)	<b>Instructing University:</b> UVA

**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.

## Consortium Course Description

This course reviews the basic principles of instruction and learning in the context of evidence-based practices for teaching students with severe disabilities and autism. There is a focus on specific strategies for teaching students with severe disabilities and autism, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities and autism.

## GMU Course Description

Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general

strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities.

**Prerequisite(s):** None

**Co-requisites:** 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. Students should refer to their faculty advisor at their participating university.

### **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 activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

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

- Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
- Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate student performance during baseline and intervention, and make improvements in instruction for students with disabilities in an adapted curriculum across the K-12 levels.
- Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
- Create dated graphs of student performance data using Excel; draw aim and trend lines using Excel.
- Use “raw” and graphed student performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for improving student performance.
- Embed instruction on targeted IEP objectives into functional daily routines and activities.
- Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture

assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).

- Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing student performance data on an ongoing basis.
- Understand general education teaching practices that promote inclusion of students with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self-management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical students and students with disabilities.
- Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of students with severe disabilities.
- Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with students to support students without encouraging dependency. Provide these staff members with supervision and feedback.

### **Required Textbooks**

Snell, M.E., & Brown, F. (2011). *Instruction of students with severe disabilities* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

### **Digital Library Option (GMU Students)**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411

- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Required Resources**

Required resources will be posted on Blackboard.

### **Additional Readings**

Additional required readings will be posted on Blackboard and announced during the first class session.

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

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD 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 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

### **Course Policies & Expectations**

Attendance.

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, and demonstrate professional behavior in the classroom. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Most handouts will be on Blackboard and all power point slides will be on Blackboard for each class session. In all classes, students will participate in class activities which will contribute to the attendance /participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Students who miss 2 classes will lose 1/2 of participation points

(80 points). Students who miss 3 or more classes will lose all participation points (160 points). At the end of each class, students will evaluate their participation in class. The instructor will consider participation of students on a case-by-case basis.

#### Late Work.

*Ten percent of the available points* for the assignment will 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 70% 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 **in hand or 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

- This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount time for this class and plan your schedule accordingly.
- Some assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased, 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 section entitled, Recommended Texts. This is also termed “APA Style.” For an online resource, see [www.apastyle.org](http://www.apastyle.org). Specifically, the Final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages.
- 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/>
- Please use person-first language in written assignments (and ideally in your professional practice). For more information on this language, refer to “Guidelines for Reporting and Writing About People With Disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>
- 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.

### TaskStream Submission

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

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### Grading Scale

- 93-100% = A
- 90-92% = A-
- 83-89% = B
- 80-82% = B-
- 70-79% = C
- <69% = F

Due dates below are subject to change based on needs of the class.

Assignment	Due Date	Point Value
Attendance and Participation (13 @ 10 points each)	Weekly	130
Student Introduction and Photo	1/28	NA
In-Class Weekly Group assignments (13 @ 10 points each)	Weekly	130
Detailed Instructional Program: Proposal	2/18	20
Detailed Instructional Program: Draft of Introduction and Review of Research	3/4	125
Midterm Evaluation of Course on Blackboard	3/4	NA
Detailed Instructional Program: Draft of Method	3/18 (can submit as early as 3/11 if preferred)	125
Detailed Instructional Program: Draft of	4/15	125

Abstract, Results, and Discussion		
Paraprofessional Survey	4/15	20
Detailed Instructional Program: Final Paper to Blackboard	4/29	325
Detailed Instructional Program: Final Paper to TaskStream (will receive incomplete for course if not submitted; incomplete becomes an F nine weeks into next semester).	4/29	NA
Optional Extra Credit: 5 minute video (or digital file) of instructional program with permissions	4/29	20
Final Evaluation of Course on Blackboard	4/29	NA
<b>Total Points</b>		<b>1000</b> (plus extra credit)

### Assignments

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

#### **Detailed Instructional Program**

Course participants must identify and work with an appropriate target student with severe disabilities ages 5-21 who is participating in the adapted curriculum. You will need permission to read this student's confidential file, and engage in observation, interview and assessment activities with that student and her/his family and team members in order to complete the major assignments for the class. It is your responsibility to identify an appropriate target student. It is expected that you will need at least 20-25 hours across the course of the semester to engage in assessment activities with your target student, their family and team members.

In this assignment you will develop and implement an instructional program for teaching a skill to a student with severe disabilities. You will hand in draft sections of the program to your instructor for feedback. At the end of the course, you will hand in a final version of your program that includes up to date data on student performance as well as analysis of the results of your program and discussion of future directions. Further information can be found in Assignments on Blackboard.

#### **Performance-based Common Assignments (No TaskStream submission required).**

There are no common assignments.

## **Other Assignments.**

### 1. Introduction and Photo

Students will respond to a list of questions provided by the instructor to both introduce themselves to the instructor and to help the instructor design class activities based on student interests and level of experience. Included in this assignment is submission of a photo (**in .jpg format only**). If you have a photo in your Blackboard profile, it is not necessary to submit a photo separately. Your photo will be used by the instructor to associate your name with your face. Please be sure this is a current photo. No Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. Your instructor needs a simple picture of you to use for identification purposes. These photos will not be shared with other. More information about this assignment will be given in class.

### 2. Thirteen (13) Weekly In-Class Assignments

Almost every week, there will be an in-class assignment that may involve role-play in pairs and team problem solving. All will include a form to be completed by the end of class. **These cannot be made up if you are absent** because they will require group interaction and effort.

1. Students will respond to a list of questions provided by the instructor to both introduce themselves

### 3. Assigned Readings

Every week, there will be assigned readings from the text or from other sources. Readings from sources other than the text will be provided on Blackboard. You are required to read these by the date on which they are listed in the Course Calendar (see last 2 pages of syllabus). In other words, complete assigned readings before the start of class. The instructor may have unannounced quizzes on assigned readings in class if it appears that students are not completing readings prior to class.

### 4. Paraprofessional Survey

As part of the preparation for the class on working with paraprofessionals, you will complete a survey on teaming with paraprofessionals and submit it to Blackboard. More information will be given about this assignment in class.



## Schedule

### Course Schedule

(May change based on student and course needs or availability of speakers)

Class	Date	Topic	Reading Due	In-class Assignments & Assignments Due
			-read by date on which readings are listed -bring readings to class -additional readings TBA for some classes	-in class assignments due by end of class session -other assignments due on Blackboard by 4:30 on date listed
1	Jan 21	-Introduction to Teaching Strategies for students with severe disabilities -Review Syllabus and Assignments -Form Working Teams -Blackboard orientation (optional)		-Student information form -#1 team name, values & rules (in class)
2	January 28	-Educating Students with Severe Disabilities: An Overview -Phase 1: Assessment, identifying, writing measureable goals and objectives	Snell & Brown (2011) (S & B): Ch. 1,3	-#2 Objectives (in class) <b>-Bring to class good/poor IEP goals &amp; objectives</b>
3	February 4	Phase 2: Antecedent methods	S & B: Ch. 4	-#3 System of Least Prompts, Discrete Trial Teaching (in class)
4	February 11	-Phase 3: Consequent Methods -Designing and implementing instruction in inclusive classrooms	S & B: Review Ch. 4, especially 170-181; plus read Ch. 6	-#4 Constant Time Delay (in class) -#5 Graduated Guidance & Simultaneous Prompting (in class)
5	February 18	Phase 3: Measuring student behavior and	S & B: Ch. 5	-#6 Assessment & measurement of

		learning		student performance (in class) <b>-Instructional Program Proposal Due</b> <b>-Bring graphing paper, pencils, rulers to class</b>
6	February 25	Phase 3: Analyzing performance & improving programs; Graphing with Excel, aim and trend lines <i>Guest: Dr. Marci Kinas Jerome</i>	S & B: Review Ch. 5 especially 210-221	-#7 Graphing performance, drawing aim lines and trend lines (in class) <b>-Bring computers to class with Excel installed (or borrow laptop from Kellar Annex before class from Dan or his assistant – GMU only)</b>
7	March 4	Teaching Self Care Skills	S & B: Ch. 10	<b>-Draft of Introduction and Review of Research Due</b>
	March 11	<b>No Class: Spring Break</b>		
	March 18	<b>No Class: Flex Week</b> -Work on Instructional Program		<b>-Draft of Method Due (can hand in early: week of 3/11)</b> <b>-3/24 or sooner: start intervention, ONLY with approval of methods (begin with Baseline phase)</b>
8	March 25	Teaching students with deaf-blindness: <i>Guests: Dr. Julie Durando Deaf Blind project, VCU &amp; Deborah Nickerson</i>	TBA	#8 Teaching students with deaf-blindness (in class)
9	April 1	Community Based Instruction <i>Guest: Paula Fallon</i>	S & B: Ch. 14	#9 Community based instruction (in class)
10	April 8	Teaching Functional	S & B: Ch. 13	#10 Functional

		Academic Skills and General Curriculum Access <i>Guest: Dr. Jugnu Agrawal</i>		Academics (in class)
11	April 15	Working with and Teaching Paraprofessionals <i>Guest: Melissa Ainsworth</i>	TBA	-#11 Paraprofessionals (in class) -Completed Paraprofessional Survey due on Blackboard <b>-Draft of Abstract, Results &amp; Discussion Draft Due</b> <i>-Continue your intervention &amp; data collection until you write up your final paper for submission on April 29</i>
12	April 22	Structured Teaching for Students with Autism Spectrum Disorder <i>Guest: Diane Talarico-Cavanaugh</i>	TBA	#12 Structured Teaching (in class)
13	April 29	-Teaching Students with Communication Needs -Peer supports <i>Guest: Bridgid Hendrixson</i>	S & B: Ch. 11, 12	-#13 Nonsymbolic communication (in class) <b>-Final Instructional Program due to Blackboard AND to TaskStream</b>

## **SD 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 also 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).

UVA: <http://www.virginia.edu/honor/>

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)

### Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. 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>

UVA: <http://www.virginia.edu/vpsa/services.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

### Inclement Weather

If classes are cancelled at George Mason 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, dial the University phone number (434) 243-7669 or (434) 924-7669 or visit the university website (<http://www.virginia.edu/emergency/closings.html>). Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

### Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

### Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints should be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4:30 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). 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 also expected to have an active 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>

NON GMU Students: Your login for Blackboard Organizations is: *x\_first name.last name* For example John Smith's username would be: *x\_john.smith* Your password is: *bbcommunity*

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.

### TaskStream Submission

TaskStream ([www.taskstream.com](http://www.taskstream.com)) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Instructional Program with Data*

### Course Facilitators

Each class 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). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following

class or early the next day to me. When in class assignment forms or handouts are sent the day of the class, facilitators will need to download and copy them for class members.

### 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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

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 [SDC Teaching Strategies] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. 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, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

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:

- Teaching Strategies: <http://webcon.gmu.edu/teaching/>
- Teamwork: <http://webcon.gmu.edu/teamwork/>
- Communication: <http://webcon.gmu.edu/communication/>

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 ONLY) POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/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 the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [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/>]

## **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.

### **[GMU ONLY] Field Experience Requirement**

A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL GMU STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- a. Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU.**

**OPTION 2:** Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

- a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.  
→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.
- b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.  
→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).
- c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)  
→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).