

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

SD Characteristics Summer 2016

Instructor: Dr. Keri Bethune	Meeting Dates: 05/16/16 - 07/08/16
Phone: 540-568-2276 (I do NOT recommend leaving me messages on this number; If I don't answer, please email me)	Meeting Day(s): Asynchronous
E-Mail: bethunks@jmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment. Ongoing contact via email.	Teaching University: JMU

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 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 N01 CRN: 42575; 547 N01 CRN: 42576; 547 6U1 CRN: 42769; 547 6Y1 CRN: 42660

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 under ORGANIZATIONS. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password or Consortium provided username and password. The course site will be available on May 16, 2016. 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/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on (**Monday**), and **finish** on (**Sunday**).

- **Log-in Frequency: Asynchronous:** Students must actively check the course Blackboard site and their university email for communications from the instructor, at a minimum this should be 2 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. GMU students should contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or 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 two 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

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):

1. 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.
2. 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.

3. 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;

4. 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* (6th 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 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 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: You are expected to submit assignments on the established due dates, and you are expected to take the final, etc. at the scheduled times. Late or incomplete submissions of work will result in a deduction of 33.3% of the possible total points for that assignment (1/3 of the points). An assignment is considered late after the posted due date and time. Any late assignment must be turned in within 48 hours after it is due to be graded. Students should email the instructor to notify of any late assignments being submitted.

Professional Quality: All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

All assignments must be proofed for grammatical and spelling errors prior to submission for a grade. *There will be a 5% point deduction (of received points) for an assignment with more than 5 grammatical and spelling errors.* If you know you have problems with spelling and grammar, I recommend you use a dictionary to check your spelling and use any of the following means to check your grammar: (a) ask a friend who is a good proof reader to proof your work before turning it in for grading, (b) consult a grammar web site (<http://www.drgrammar.org/>; <http://ccc.commnet.edu/grammar/>), or (c) make an appointment at your university's Writing Center.

Additional Course Policies

- Use APA 6th 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

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

Feel free to contact me by e-mail or by phone (email is preferred as I will not be in my office everyday). Email will be checked daily on weekdays, but please be advised that it may take up to one to two business days to receive a response via email. It is wise to peruse all assignments at least one week before they are due and ask any questions you may have prior to beginning work. You are expected to use correct grammar, spelling, and professional writing in all e-mail and written communication, as these are critical skills for all professionals to demonstrate.

**If your question is regarding course content or is an assignment clarification that is relevant to the entire class, please post it in the questions/discussion forum, where I will respond. This will allow other students to benefit from the question and response. Also, please be in the habit of checking this section first to see if your question has already been answered. However, if your question is personal (e.g., you need to schedule a make-up quiz, or your dog ate your homework), please email or call me directly (or if you are simply not comfortable asking your question in a public forum, this is fine as well).

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 (6th 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. 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>

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.

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:

Child Abuse Recognition and Training Module (25 points)

All students must complete the online child abuse recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html. Certificate of completion is due by uploading it on Blackboard.

Introduction Post (5 points)

Each student is required to post an introduction post under the discussion board. This post is due by Wednesday at midnight of the first week of class.

Reading Check-Ins (32 points... 4 points each)

Reading Check-Ins that accompany your reading are to be completed based on the assigned reading each week. Reading Check-Ins will be four multiple-choice questions that will be completed via Blackboard. These are due by Thursday of each week (see due dates below). You should plan to complete the reading before completing the Reading Check-Ins. *Reading Check-Ins are open book, however they are **not** open-internet or open-peers.* Working together on Reading Check-Ins will be considered an honor code violation.

Group Study Guides (Questions for Study and Reflection) (40 points... 5 points each)

You have been assigned to a group of not more than five students. You are to work with the students in your group to complete the “Questions for Study and Reflection” at the end of each chapter of the assigned textbook. These are due by Friday at the end of the week in which those chapters are assigned (see below). You will type your group’s answers in a word document and turn these in via the Assignment Submission page on Blackboard. You should plan to complete the reading before completing the study guides. Grades will be assigned to the group as a whole. Participating on the study guide is required to receive the points, however it is up to each group to decide how to approach this. At the end of the semester, group members will have an opportunity to rate one another’s performance and participation in the group (see Group Participation below).

Group Participation (8 points)

Each group member is required to complete the Peer Rating Survey, which rate each group members’ participation on assigned activities throughout the semester. In order to receive your Group Participation points, you must complete the survey regarding each other member in your group and yourself.

Disability Study (125 points)

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. See Disability Study Assignment Sheet for more details. *Students are required to have their disability topic approved by the instructor prior to completion of the activity (to prevent each student from choosing the same disability category).*

Discussion Boards (40 points... 5 points each)

One activity per week will be posted, students are expected to complete the activity and post their completed activity on the designated discussion board. Students are expected to comment on one other person's post per week. These assignments need to be completed each week by Sunday at midnight (except the final one, which is due on the last day of class). Five points are awarded for each weekly activity, including responding to others' posts as specified in the weekly assignment.

Study Guide Prep – GRAD STUDENTS ONLY (25 points)

Graduate students will post information related to the study guide for the final exam in the corresponding Discussion Board post. The study guide posted by the instructor contains broad topics in which students should be prepared for the final exam. Graduate students will divide up the topics, research their selected topics, and post needed study information in the discussion post for all to review. All students are able to reply to the topic posts with questions, which graduate students are responsible for answering.

Final Exam (100 points)

You will have one final exam, covering the assigned readings and class session content. The final exam is in the form of 100 multiple-choice. The final is timed and you have 2 hours to complete it. No make-up exams will be allowed. If you know you have a conflict on an exam day, you **MUST** contact me prior to the exam and I will release it for you early. The final exam serves as a Key Performance Assessment in the EXED program at JMU for EXED students in certain programs. Read about the Key Performance Assessment below.

Key Performance Assessments (for students seeking endorsement in Adapted Curriculum only):

An integral part of the Exceptional Education program is evaluating each student's progress through the use of Key Performance Assessments. The Key Performance Assessment for this course consists of a multiple-choice test of content across the specific disability areas of the course and best practices in teaching and planning for these students. An intervention plan will be developed for any student whose score falls below a criterion of 80% mastery as demonstrated by their overall score on the Key Assessment.

****No additional extra credit assignments will be made available.**

Additional Questions/Concerns: Any student having additional questions or concerns about the course content or assignments are encouraged to contact the instructor via email, visiting during office hours, or making an appointment. The instructor is committed to working with students to ensure that mastery of content is met; however, students are ultimately responsible for demonstrating mastery.

Undergraduate Assignment Point Values

Assignment	Point Value (375 Possible)
Child Abuse Recognition and Training Module	25 points
Introduction Post	5 points
Reading Check-Ins	32 points (4 each)
Group Study Guides	40 points (5 each)
Group Participation	8 points
Disability Study	125 points
Discussion Boards	40 points (5 each)
Final Exam	100 points

Undergraduate Grading Scale

Your Grade \geq 348.75	A
Your Grade \geq 322.5	B
Your Grade \geq 296.25	C
Your Grade \geq 270	D
Your grade is below 270	F

Graduate Assignment Point Values

Assignment	Point Value (400 Possible)
Child Abuse Recognition and Training Module	25 points
Introduction Post	5 points
Reading Check-Ins	32 points (4 each)
Group Study Guides	40 points (5 each)
Group Participation	8 points
Disability Study	125 points
Discussion Boards	40 points (5 each)
Study Guide Prep – GRAD ONLY	25 points
Final Exam	100 points

Graduate Grading Scale

Your Grade \geq 372	A
Your Grade \geq 344	B
Your Grade \geq 316	C
Your Grade \geq 272	F

Course Schedule

Date	Topic	Readings	Assignments Due
5/16 – 5/20	Current Perspectives and Poverty	Chapters 1-2	5/18: Introduction Post 5/19: Reading Check-in 1 5/20: SG 1: Questions for chapters 1-2 5/22: Discussion Board 1
5/23 – 5/27	History and Person Centered Planning	Chapters 3-4	5/25: Child Abuse Training Due 5/26: Reading Check-in 2 5/27: SG 2: Questions for chapters 3-4 5/29: Discussion Board 2
5/30 – 6/3	Self-Determination and PBS	Chapters 5-6	6/2: Reading Check-in 3 6/3: SG 3: Questions for chapters 5-6 6/5: Discussion Board 3
6/6 – 6/10	Early Intervention and Inclusion	Chapters 7-8	6/9: Reading Check-in 4 6/10: SG 4: Questions for chapters 7-8 6/12: Discussion Board 4
6/13 – 6/17	Literacy, Communication, and Social Interactions	Chapters 9-10	6/15: Disability Study Due 6/16: Reading Check-in 5 6/17: SG 5: Questions for chapters 9-10 6/19: Discussion Board 5
6/20 – 6/24	Access to Gen Ed and Health Care Needs	Chapters 11-12	6/23: Reading Check-in 6 6/24: SG 6: Questions for chapters 11-12 6/26: Discussion Board 6
6/27 – 7/1	Transition	Chapters 13-14	6/29: Study Guide Prep (GRAD STUDENTS) 6/30: Reading Check-in 7 7/1: SG 7: Questions for chapters 13-14 7/3: Discussion Board 7
7/4 – 7/8	Community and Elder Care	Chapters 15-17	7/7: Reading Check-in 8 7/8: SG 8: Questions for chapters 15,16, & 17 7/8: Discussion Board 8 7/8: Peer and Self Survey of Participation 7/8: Final Exam

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.

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>

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.

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 ORGANIZATIONS tab.

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*. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

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.

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.

Policies and Resources Specific for GMU 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/>]