VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Spring 2017
Curriculum and Assessment in Severe Disabilities, 3-Credits

Consortium Courses
- VCU: SEDP 612 Assessment and Curriculum Development for Students with Severe Disabilities
- RU: EDSP 664 Curriculum and Assessment in Severe Disabilities
- NSU: SPE 613A Assessment and Evaluation
- JMU: EXED 612: Psychoeducational Assessment of Learning and Behavior Problems
- ODU: SPED 672: Curriculum and Assessment in Severe Disabilities
- GMU: EDSE 533 Curriculum and Assessment in Severe Disabilities
  - EDSE 533 001, CRN: 18072; Section 6U1, CRN 21630; Section 6Y1; CRN 21640

Instructor: Dr. Mary Giaquinto	**Meeting Dates**: 01/25/17 – 05/03/17
Phone: 203-258-4282	**Meeting Day(s)**: Wednesday
E-Mail: mgiaqui2@gmu.edu. My alternative email is mgiaquin@odu.edu	**Meeting Time(s)**:7:20 pm - 10:00 pm
Office Hours: Monday 2-4pm; Tues/Thurs 12:15- 3:15pm; other times by appointment	**Instructing University:** ODU

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through university e-mail and/or through Blackboard.

Course Description
Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment.

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

Course Delivery Method
Remote Site Viewing
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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

1. Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels the student receives servicers under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
2. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
3. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.
4. Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the teacher candidates/students chronological age, and the concerns and priorities expressed by family members.
5. Identify needs for assessment and curriculum development of learners who have dual exceptionalities such as being gifted or ELL and having a moderate/severe disability.

Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Textbooks

Courtade, G. Browder, D. (2011). *Aligning IEPs to Common Core Standards for Students with Moderate and Severe Disabilities.* Available in Kindle edition for only $9.00 from Amazon.

Kleinert, H.L. and Farmer Kearns, J. (2010). *Alternative assessment for students with significant cognitive disabilities: An educator's guide.* Baltimore: Paul H. Brookes

Recommended Textbooks

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

 (Choose one: will share practices and plans from these texts)

http://products.brookespublishing.com/More-Language-Arts-Math-and-Science-for-Students-with%20%E2%80%93Severe-Disabilities-P735.aspx

http://products.brookespublishing.com/Teaching-Lanugage-Arts-Math-and-Science-to-Students-with-Significant-Cognitive-Disabilities-P365.aspx

Required Resources

TTAC online resources for teachers of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity, and who are assessed through the Virginia Alternative Assessment Program (VAAP). This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL). Three main areas of resouces will be used for this class- Curriculum-Based Assessment; Understanding the ASOLs; and Teaching Process includes Sample Activities and Suggested Instructional Strategies http://ttaconline.org/vaap

Additional Readings

All additional readings for this course are posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for a special education course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 533, the required PBA is **(NO ASSESSMENT REQUIRED FOR THIS COURSE).** Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
1. In Class Activities   20 points each for a total of (100 points possible)

There will be a total of 6 (six) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group "project" or other assignments. Each of the assignments is worth up to 20 points. This equals 120 points. The lowest in class assignment grade will be dropped for a possible 100 points total. **In class assignments can NOT be made up** . The highest 5 in class assignments will be added up to equal one grade worth up to 100 points

2. Assessment history on target student with critical analysis-100 points:
You will use a process of thorough record review to create an assessment history on a target individual from your practicum/work setting. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and which has played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
   1. Research and summarize all major reports and records (we will make modifications if your student is in HS).
   2. Critical analysis of child's assessment history and write-up that determines if the student's history of assessments are comprehensive across multiple domains. If yes, why and if assessments areas are missing a detailed list of areas not presented. A one to two page document summarizing student's major reports and records as found in the record review. The document will be organized by type of assessment, none of the assessment and the role of evaluator. This format allows for easier analysis of existing student records
   3. You must conduct a curriculum based assessment (CBA) using the TTAC tools or Applied Studies Curriculum Map if the student is transitioning age, across all academic areas (reading, writing, math,science and social studies).
   4. Using TTAC Curriculum based assessment tools to assess the students across all functional areas listed or use Applied Studies Curriculum Map if the student is transition age.
   5. Write an educational report based on the findings of the formal and informal testing.
      ***Note: pick a student who has a re-evaluation due this school year!

3. VAAP Unit Plan and Evidence Collection (100 pts possible)
For this assignment you will pick an ASOL from any grade or subject area and design a unit of study in which you will teach the target skills from the ASOL. For this assignment you will:
   ❖ Pick an ASOL

❖ Design a unit of study including
- o Overall sketch of unit : # of lessons, content of each lesson, timing of lessons
- o Three individual lesson plans from the unit based on your CBA and Standards of Learning
- o Supplemental materials and progress monitoring tools as evidence for the student's VAAP?

4. **An expanded narrative describing target student's Present Level of Educational and Functional Performance (PLOP) -100 points:**

You will continue to focus on the target student with significant disabilities that you used for the Assessment History. There will be three major tasks involved in the next steps or extension of the information learned from the Assessment history assignment:

1. Brief Summary of student's past assessment and IEP information (using information gathered from assessment history
2. Brief Summary of curriculum based assessments completed to gather new/revised assessment information
3. Development of an expanded written narrative with two parts:
   - Create a positive portrayal/introduction strong statement of capacity for the student
   - Describe the Present Level of Academic and functional Performance per new regulations and VDOE procedures and guidelines for the IEP.

Summary of Assignments, Due Dates and Points Possible

Assignment	Due Dates	Total Points Possible
1. In Class Activities	**TBA- ongoing throughout semester-**	**6 activities at 20 points each to total 120 highest 5 scores**
2. Student Assessment History and Analysis	**February 29, 2017**	100 points
3. VAAP 3-5 goals Unit and Evidence Collection	**March 30, 2017**	100 points
4. Narrative of Student Present Level of Educational Performance (PLEP)	**April 23, 2017**	100 points

Course Policies & Expectations

Attendance

Since most of the classes involve activities, film clips, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance via email. If you must be somewhere other than your site, but will have a computer with a microphone and/or camera and high speed internet access, we can work with you to have you attend class by calling in and participating through Adobe Connect, but we must have at least ONE week notice. If you miss class, please contact me to make arrangement to view the class. Anyone who misses more than two classes will lose all attendance points. Significant tardiness or early departure will count as an absence.

Late Work

You are eligible to resubmit assignments, one time on which you earned the grade of C or less (as long as the grade is not due to being turned in late: that is, a paper that would have been a B+ if turned in on time may not be resubmitted). The two scores will be averaged for your final grade on that assignment. You will not receive extensive feedback on your second submission.

There will be a penalty of one letter grade for assignments submitted after the due date. However, I will work with you if there are extenuating circumstances; you must contact me in advance of the due date to *contract* for an extension.

Grading Scale

Total points possible 400. A (94-100%) = 376-400; A-* (91-93%) = 361-375; B+ (88-90%) = 352-360; B (84-87%) = 333-351; B- (81-83%) = 324-332; C (74-80%) =296-323; F (74% and below).*Please note: for universities that do not support a +/- grading scale, grades will be adjusted accordingly

Class Schedule

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

Schedule and due dates of Reading and Assignments are listed in the chart below:

Date	Topics	Readings/What's Due
January 25 **Week 1**	**Introduction** ❖ Review Syllabus ❖ Overview of Curriculum and Assessment ❖ Reflecting on and articulating our own beliefs and guiding philosophy statements as teachers **Introduction activity**- Cumulative experiences and how they shape our views	**Read: Can be found in Bb** ❑ Syllabus ❑ Read 3 articles: McGrew, K. S., & Evans, J. (2004). *Expectations for students with cognitive disabilities: Is the cup half empty or half full? Can the cup flow over?* (Synthesis Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from the: http://cehd.umn.edu/... ❑ Spooner and Browder (2013) ❑ Exit ticket- What has impacted your beliefs?

Feb. 1 **Week 2**	**Evaluation and Re-Evaluation of Students with Severe Disabilities and The Eligibility Process** ❖ Types and Purpose of Assessments ❖ Areas of Focus/Domains ❖ Deficit-based (medical models) of assessment vs. capacity building models and their implications How-To: Assessment History Assignment and why we do it	**Read: Located on Bb** ❑ Peterson (2016) article Bb ❑ Comprehensive Assessment Requirements VADOE ❑ Description of Assessment History and Analysis Assignment ❑ Parents as Partners- Permission Forms ❑ Selected sections of IDEA and VA Special Education Regulations ❑ Commonly used assessment tools birth - 6 **Due:** ❑ Student for assessment history assignment must be confirmed with Dr. G. ❑ Begin search for files ❑ Have permission form signed; Make initial contact with family member to explain our work this semester
Feb. 8 **Week 3**	**VAAP and Unwrapping the Standards Assessment to develop meaningful standards-based IEPs;** ❖ IEPs and Curriculum for Students in AC ❖ Standards-Based IEP process in Virginia ❖ A collaborative assessment process to drive the IEP How-To: Unwrap standards and align to SOLs using general education tools	**Read:** ❑ NLTS2 data ❑ *Klienert & Kearns, Ch. 4,* ❑ *Klienert & Kearns, Ch. 5* ❑ VADOE Core Progress chart for Reading, Writing and Math ❑ *Samples of Standards based goals*
Feb. 15 **Week 4**	**Curriculum-Based Assessment (CBA)** ❖ Practicing Alignment to State Standards ❖ Monitoring progress on the IEP ❖ The VAAP/ Dynamic Assessment/NCSC	**Read:** ❑ Curriculum based Assessment documents and resources at TTAC online ❑ *Klienert & Kearns, Ch. 11* ❑ *TTAC site* ❑ *Applied Studies Curriculum Map*
Feb 22 **Week 5**	**Informal and Formal Assessments, Progress monitoring tools** ❖ Progress Monitoring Tools ❖ Educational Benefit	**Read:** ❑ Top Vendors and most frequently used assessments across domains ❑ Progress Monitoring Tools online

March 1 **Week 6**	**Assessment to identify family and student priorities (Person-Centered Planning);** ❖ How to: Using the Coach as a Resource ❖ Involving students in their IEP ❖ www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement **Discussion:** Virginia's approach to Alternate Assessment and alignment to SOLs and Transition <u>**How-To**</u>: Classroom Participation Discrepancy Analysis and other examples of Ecological Assessments	**Read:** ❑ *Klienert & Kearns, Ch. 1* ❑ *Klienert & Kearns, Ch. 2* ❑ *Coach – Conceptualizing Educational Planning (in Blackboard)* ❑ O'Brien, *Search for Capacity* ❑ *VADOE* ❑ Person-Centered Planning information, materials and resources at http://www.ilr.cornell.edu/edi/pcp/
March 8	**SPRING BREAK**	
Mar 15 **Week 8**	**Demonstration of standardized and non-standardized assessment tools** ❖ Overview of current methods/approaches of assessment for students with moderate and severe disabilities and barriers <u>Discussion:</u> Pros and cons of traditionally used tools and assessment procedures and teacher decision making	*Dr. Giaquinto to visit GMU with materials to demonstrate*
March 22 **Week 9**	**Literacy Assessment and Curriculum and standards-based IEPs;** ❖ IEPs and Curriculum for Students in AC ❖ Standards-Based IEP process in Virginia ❖ A collaborative assessment process to drive the IEP	**Read:** ❑ VADOE Core Progress chart for Reading, Writing and Math ❑ Kleinhert & Kearns, Ch 6 ❑ Lemon et al (2016) article in Bb
March 29 **Week 10**	**Progress Monitoring** ❖ What does it mean now that I have these test results? ❖ Deficit –based vs capacity building	❖ Progress Monitoring Tools ❖ Educational Benefit
April 5 **Week 11**	**Mathematics Assessment & Curriculum** ❖ Overview of Literacy Curriculum & Assessment and Developing Standards-based literacy goals ❖ Age appropriate materials	**Read:** ❑ Klienert & Kearns, Ch. 7, Math Instruction ❑ *Courtade & Browder, Ch. 3* ❑ Links and resources in BB

April 12 **Week 12**	**Science & Social Studies Curriculum** ❖ Assessment for middle and secondary ❖ Involving students in their IEP	**Read:** ❑ Klienert & Kearns, Ch. 8 ❑ Klienert & Kearns, Ch. 9 ❑ www.imdetermined.org one-pager, Good Day Plan, Goal Setting & Attainment, Student Involvement ❑ **Due:** Continue assessment with target student: Ecological, Routines-based and CBA
April 19 **Week 13**	**Incorporating Functional Skill Development into the Standards based curriculum;** ❖ Using the expanded PLOP to develop/revise the IEP ❖ Small group feedback on draft PLOP	**Read:** ❑ *Courtade & Browder, Ch. 5* ❑ *Klienert & Kearns, Ch. 10* ❑ Ayres, Douglas, Lowrey, Sievers (2011) article Bb
April 26 **Week 14**	**Assistive Technology in the IEP** ❑ Decision making and AT ❑ Using AAC devices to access Curriculum and Assessments <u>**How To**</u>: Use TTAC Tools and GMU apps	**Read:** ❑ Readings on assistive technology in BB + ❑ Consideration of Assistive technology in the IEP (The Virginia Assistive Technology Resource Guide) **Due April 23, 2017: PLEP Assignment**
May 3 **Week 15**	**Making the General Curriculum Accessible for Students with Significant Disabilities:** ❖ Pulling it all together to schedule ❖ Assistive Technology in the IEP ❖ How the right tools make the difference	**Read:** ❑ *Klienert & Kearns, Ch. 6* ❑ Links and resources listed in Blackboard ❑ Frances Stetson tools ❑ Matrices examples

Assessment Rubric(s)

All assessment rubrics for this course are posted on Blackboard.

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

<u>Honor Code</u>

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are

expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

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 **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu.

GMU Email and Non-Mason Students

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

Remote Site Student
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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.

<u>Remote Site Viewing</u>
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at **vcms.gmu.edu. Select the category:** *EDSE* and click on the link for the specific class session. **The password for this class is** *4533.*

Students 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

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written

letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.