



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2018

EDSE 634 001: Characteristics of Individuals with Autism

CRN: 21351, 3 – Credits

Instructor: Dr. Heidi Graff	Meeting Dates: 01/08/18 – 03/05/18
Phone: (703) 993-8036	Meeting Day(s):
E-Mail: hgraff@gmu.edu	Meeting Time(s):
Office Hours: Upon Request	Meeting Location: Online
Office Location: Krug Hall, room 110	Other Phone: N/A

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

Prerequisite(s): None

Co-requisite(s): None

Course Description

Describes the varying characteristics of individuals with autism spectrum disorders across their lifespans including, (a) diagnosis, (b) early childhood, (c) school-age, (d) transition, (e) employment, and (f) aging. Examines definitions, eligibility criteria, incidence rates, and etiology of autism spectrum disorders. Analyzes perspectives from students, families, educational, community, and career personnel.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

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.

Advising Tip

Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take, and later apply to a program? Students planning to complete a program should apply as soon as possible. Apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 5, 2018.

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

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 4:00pm ET, and finish on Monday 3:59pm ET.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Describe the characteristics and diagnosis of autism spectrum disorder as defined by the most recent version of the Diagnostic and Statistical Manual of Mental Disorders.
2. Discriminate between and analyze varying perspectives on the etiology and prevalence of autism spectrum disorder.
3. Examine the characteristics of individuals with autism spectrum disorder throughout their lifespans.

4. Describe the wide range of skills and diversity of individuals with autism spectrum disorder across their lifespans.
5. Describe and evaluate responsive, research-based instructional techniques for individuals with autism spectrum disorder.
6. Review a variety of assessments to determine strengths and needs to formulate a comprehensive picture of an individual with autism spectrum disorder.
7. Distinguish between types of integration and activities that promote ideal sensory that promote ideal sensory levels with autism spectrum disorder.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for the Teaching Students with Autism Graduate Certificate. 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 2: Learning environments (InTASC 3).

Required Textbooks

1. Boutot, E.A. (2016). *Autism spectrum disorders: Foundations, characteristics, and effective strategies (2nd ed.)*. Pearson. ISBN-13: 978-0133833690
2. Crawford, M.J., & Weber, B. (2016). *Autism interventions every day: Embedding activities in daily routines for young children and their families*. Brookes. ISBN-13: 978-1598579284
3. Hall, L.J. (2018). *Autism spectrum disorders: From theory to practice (3rd ed.)*. Pearson. ISBN-13: 9780134461168
4. Quill, K.A., & Stansberry-Brusnahan, L. (2017). *Do-watch-listen-say: Social and communication intervention for autism spectrum disorder*. Brookes: ISBN-13: 978-1-59857-980-2

Recommended Textbooks

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

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 an EDSE 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 634, the required PBA is Interview Synthesis Paper. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Please see Blackboard for the rubric.

Part 1: Work With Partner to Review All Assessments, Due in Module 4

You will be given a variety of assessments that have been done for a Case Study Individual. You will be assigned a partner. Together, you will create a Word document with the headings and items below. While APA format is not required, accurate, professional spelling and grammar is always deemed necessary.

1. Demographic Information
 - Name
 - DOB
 - Current Age
 - Current Grade
 - Describe a minimum of three characteristics of Autism Spectrum Disorder that are evident in the video of Case Study Individual
2. Educational Evaluation Assessment data
 - What tests done
 - What scores earned
 - Educational Implications (i.e., optimal group size, visual learner, etc.)
3. Medical Evaluation Assessment data
 - What tests done
 - What scores earned
 - Educational Implications
4. IEP data
 - What parts of the IEP were reviewed
 - Summary of Case Study Individual’s strengths
 - Summary of Case Study Individual’s needs
 - Summary of goals
 - Summary of services (including hours)
 - Description of LRE
 - Summary of accommodations

*Both partners will need to submit Part 1 to receive full credit.

Part 2: Individual Synthesis, Due in Module 6

1. After completing Part 1 of this assignment, describe any findings that were surprising to you based on the video you have viewed of Case Study Individual. Discuss Case Study Individual’s overall growth as noted by the assessments.
2. If Case Study Individual were a new student coming into your classroom or therapeutic setting, which of these assessment reports would be most helpful to you? Why?
3. Describe two additional informal assessments or pieces of information (at least one of the assessments should relate to social skills) that you would have liked to have in order to better understand Case Study Individual.

College Wide Common Assessment (TK20 submission required)

N/A.

Performance-based Common Assignments (No Tk20 submission required.)

N/A.

Schedule

Unless otherwise noted, Initial Post Prompt: Due Thursday and Response Prompt: Due Monday. Assignment due on Mondays. Please check the Modules for times

<p>Module 1 Characteristics of Autism</p>	<p>Readings Textbook: None this week Articles (All articles are on E-Reserve): Croen, L.A., Shankute, N., Davignon, M., Massolo, M.L., & Yoshida, C. (2017). Demographic and clinical characteristics associated with engagement in behavioral health treatment among children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disabilities</i>. DOI: 10.1007/s10803-017-3247-5 Esbensen, A.J., Bishop, S.L., Mailick Seltzer, M., Greenberg, J.S., & Lounds Taylor, J. (2010). Comparisons between individuals with Autism Spectrum Disorders and individuals with Down Syndrome. <i>American Journal of Intellectual and Developmental Disabilities</i>, 115(4), 277-290. Kommu, J.V.S., Gayathri, K.R., Srinath, S., Girimaji, S.C., Seshadri, S.P., Gopalakrishna, G., & Subbakrishna, D.K. (2017). Profile of two hundred children with Autism Spectrum Disorder from a tertiary child and adolescent psychiatry center. <i>Asian Journal of Psychiatry</i>, 28, 51-56.</p> <hr/> <p>Life Journey through Autism: Navigating the Special Education System - Organization for Autism Research Choose 1 of the following: Please choose one of the following books to read for your Media Perception Assignment</p>
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	<p>due in Week 5. Please allot time each week to make sure that you have ample time to read the book and complete the necessary steps to complete this assignment on time.</p> <p><i>Love Anthony</i> by Lisa Genova <i>Best Boy</i> by Eli Gottlieb <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon <i>Ginny Moon</i> by Benjamin Ludwig <i>House Rules</i> by Jodi Picoult <i>The Rosie Project</i> by Graeme Simsion</p> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Characteristics Assignment (Getting to Know You): Due Monday Knowledge Check: Due Monday VoiceThread SignUp: Due Monday Begin reading your selected book for the Media Perception Assignment: Due Module 5 Begin working with your partner on the TK20 Assignment - Part 1: Due Module 4</p>
<p>Module 2 - History</p>	<p>Readings Textbook: None this week</p> <p>Articles (All articles are on E-Reserve): Fellowes, S. (2015) Did Kanner Actually Describe the First Account of Autism? The Mystery of 1938. <i>J Autism Dev Disord</i> 45:2274-2276. Cohen, J. A., Dickerson, T. A., & Forbes, J. M. (2013). A legal review of autism, a syndrome rapidly gaining wide attention within our society. <i>Alb. L. Rev.</i>, 77, 389.<i>psychiatry</i>, 24(4), 442-458. Hensel, W. F. (2017). People with Autism Spectrum Disorder in the Workplace: An Expanding Legal Frontier. <i>Psychiatry</i>, 24(4), 442-458. Thompson, T. (2013). Autism Research and Services for Young Children: History, Progress and Challenges. <i>Journal Of Applied Research In Intellectual Disabilities</i>, 26(2), 81-107. Vatanoglu-Lutz, E. E., ATAMAN, A. D., & Bicer, S. (2014). Medicine in Stamps: History of Autism Spectrum Disorder (ASD) Through Philately. <i>Journal of Neurological Sciences (Turkish)</i>, 31(2). Verhoeff, B. (2013). Autism in flux: a history of the concept from Leo Kanner to DSM-5. <i>History of psychiatry</i>, 24(4), 442-458.</p> <p>Activities & Assignments:</p>

	<p>Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Timeline Assignment: Due Monday Knowledge Check: Due Monday VoiceThread Test: Due Monday Continue reading your selected book for the Media Perception Assignment: Due Week 5 Continue working with your partner on the TK20 Assignment - Part 1: Due Module 4</p>
<p>Module 3 – DSM-5</p>	<p>Readings Textbook: Hall, L.J. (2018). Autism spectrum disorders: From theory to practice (3rd ed.). New York: Pearson. - Chapter 1 Articles (All articles are on E-Reserve): Prykanowski, D. A., Gage, N. A., & Conroy, M. A. (2015). Educational Implications of the DSM-5 Criteria for Autism Spectrum Disorders. <i>Beyond Behavior, 24(2)</i>, 30-38 van Steensel, F., Bögels, S., & Bruin, E. (2015). DSM-IV Versus DSM-5 Autism Spectrum Disorder and Social Anxiety Disorder in Childhood: Similarities and Differences. <i>Journal Of Child & Family Studies, 24(9)</i>, 2752-2756. doi:10.1007/s10826-014-0078-2 Young, R., & Rodi, M. (2014). Redefining Autism Spectrum Disorder Using DSM-5: The Implications of the Proposed DSM-5 Criteria for Autism Spectrum Disorders. <i>Journal Of Autism & Developmental Disorders, 44(4)</i>, 758-765. doi:10.1007/s10803-013-1927-3 Autism Spectrum Disorder DSM-5</p> <hr/> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Timeline Assignment: Due Monday Knowledge Check: Due Monday Continue reading your selected book for the Media Perception Assignment: Due Week 5</p>

	Continue working with your partner on the TK20 Assignment - Part 1: Due Module 4
Module 4 - Assessment	<p>Readings</p> <p>Textbook: Hall, Chapter 2 - Assessment [24 pages]</p> <p>Articles: Adams, H.L., Matson, J.L. (2016) History and Purpose of Assessment and Diagnosis of Autism. <i>Handbook of Assessment and Diagnosis of Autism Spectrum Disorder</i>. Springer Publishing: Switzerland. Barnard-Brak, L., Richman, D. M., Chesnut, S. R., & Little, T. D. (2016). Social Communication Questionnaire scoring procedures for autism spectrum disorder and the prevalence of potential social communication disorder in ASD. <i>School Psychology Quarterly</i>, 31(4), 522. Bradstreet, L. E., Juechter, J. I., Kamphaus, R. W., Kerns, C. M., & Robins, D. L. (2017). Using the BASC-2 parent rating scales to screen for autism spectrum disorder in toddlers and preschool-aged children. <i>Journal of abnormal child psychology</i>, 45(2), 359-370.</p> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday TK20 Assignment - Part 1 (Partner Assignment): Due Monday Mid-Course Survey: Due Monday Knowledge Check: Due Monday Continue/Finish reading your selected book for the Media Perception Assignment and begin working on Parts B & C: Due Module 5</p>
Module 5 - Current Perceptions	<p>Readings</p> <p>Textbook: None this week</p> <p>Articles (All articles are on E-Reserve): Able, H., Sreckovic, M. A., Schultz, T. R., Garwood, J. D., & Sherman, J. (2015). Views from the trenches: Teacher and student supports needed for full inclusion of students with ASD. <i>Teacher Education and Special Education</i>, 38(1), 44-57. Schultz, T. R., Sreckovic, M. A., Able, H., & White, T. (2016). Parent-Teacher Collaboration: Teacher Perceptions of What is Needed to Support Students with ASD in the Inclusive Classroom. <i>Education and Training in Autism and Developmental</i></p>

	<p><i>Disabilities, 51(4), 344.</i></p> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Media Perception Assignment - Parts A-D: Due Monday Knowledge Check: Due Monday Begin working on the TK20 Assignment - Part 2 (Individual): Due Module 6</p>
<p>Module 6 - Social & Behavior</p>	<p>Readings</p> <p>Textbook: Hall, L.J. (2018). Autism spectrum disorders: From theory to practice (3rd ed.). New York: Pearson. - Chapter 8</p> <p>Articles (All articles are on E-Reserve): Dean, M., Kasari, C., Shih, W., Frankel, F., Whitney, R., Landa, R., . . . Harwood, R. (2014). The peer relationships of girls with ASD at school: comparison to boys and girls with and without ASD. <i>Journal of Child Psychology and Psychiatry, 55</i>, 1218-1225. doi:10.1111/jcpp.12242 Gunn, K. C., & Delafield-Butt, J. T. (2015). Teaching children with autism spectrum disorder with restricted interests: A review of evidence for best practice. <i>Review of Educational Research, 23</i>, 1-23. doi: 10.3102/0034654315604027 Hundert, J., Rowe, S.; Harrison, E. (2014). The combined effects of social script training and peer buddies on generalized peer interaction of children with ASD in inclusive classrooms. <i>Focus on Autism and Other Developmental Disabilities, 29(4)</i>, 206-215. doi: http://dx.doi.org/10.1016/j.rasd.2014.04.007 Lang, R., Machalicek, W., Rispoli, M., O'Reilly, M., Sigafoos, J., Lancioni, G., Peters-Scheffer, N., Didden, R. (2014). Play skills taught via behavioral intervention generalize, maintain, and persist in the absence of socially mediated reinforcement in children with autism. <i>Research in Autism Spectrum Disorders, 8(7)</i>, 860-872.</p> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Characteristics Assignment: Due Monday TK20 Assignment (Individual): Due Monday Knowledge Check: Due Monday</p>

<p>Module 7 - Cognition</p>	<p>Readings Textbook: Hall, L.J. (2018). Autism spectrum disorders: From theory to practice (3rd ed.). New York: Pearson. - Chapter 3 Quill, K.A., & Stansberry-Brusnahan, L. (2017). Do-watch-listen-say: Social and communication intervention for autism spectrum disorder. Baltimore: Brookes. - Chapter 1 Articles (All articles are on E-Reserve): Cadette, J.N., Wilson, C.L., Brady, M.P., Dukes, C., & Bennett, K.D. (2016). The effectiveness of direct instruction in teaching students. <i>Journal of Autism and Developmental Disorders</i>, 46(9),2968-2978. with Autism Spectrum Disorder to Answer Wh- Questions Chalfant, L., Rose, K., & Whalon, K. (2017). Supporting students with autism. <i>The Science Teacher</i>, 84 (4), 36-41.</p> <hr/> <p>Activities & Assignments: Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Thursday Response Prompt: Due Monday Autism Resources Assignment: Due Monday Journal - Theory of the Mind: Due Monday Knowledge Check: Due Monday</p>
<p>Module 8 - Sensory Integration</p>	<p>Readings Textbook: Crawford, M.J., & Weber, B. (2016). Autism interventions every day: Embedding activities in daily routines for young children and their families. Baltimore: Brookes. - Chapter 7 Articles (All articles are on E-Reserve): Deweerd, S. (2016). Talking sense: What sensory processing disorder says about autism. <i>Spectrum</i>. Little, L.M., Ausderau, K., Sideris, J., & Baranek, G. (2015). Activity participation and sensory features among children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i>, 45, 2981-2990. DOI 10.1007/s10803-015-2460-3 Murdock, Linda C.; Dantzler, John A.; Walker, Anne N.; Wood, L. B. (2014)The effect of a platform swing on the independent work behaviors of children with Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 29 (1), 50-61. Tavassoli, Teresa; Miller, Lucy J.; Schoen, Sarah A.; Nielsen, Darci M.; Baron-Cohen, Simon (2014). <i>Autism: The International Journal of Research and Practice</i>, v18 n4 p428-432 May 2014. 5 pp</p> <hr/> <p>Activities & Assignments:</p>

	<p>Complete all of the assigned readings. Watch all assigned videos, explore all websites and complete all activities by Monday, unless stated otherwise Complete all discussion forum assignments: Initial Post Prompt: Due Friday, 11:55pm ET Response Prompt: Due Monday Sensory Toolbox Assignment: Part 1 - Research: Due Thursday Part 2 - Discussion in Padlet: Due Monday Sensory Diet Assignment: Due Monday Knowledge Check: Due Monday</p>
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Course Policies and Expectations

Attendance/Participation

All course work will be online in an Asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Late Work

Work is considered on time if it is submitted by 3:59 p.m. EST on the date that it is due. *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 date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Grading Scale

A	95 – 100%
A-	90 – 94%

B	80 – 89%
C	70-79%
F	69% and below

Please note, the graduate grading scale does not include a “D”.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

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/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s)

All rubrics are posted on Blackboard.