



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

Spring 2023

EDSE 533 679: Assessment and Program Planning for Adapted Curriculum

CRN: 23958; 3 – Credits

Instructor: Dr. Larissa Lemp	Meeting Dates: 1/23/23 – 5/17/23
Phone: 571-252-9185	Meeting Day(s): Thursday
E-Mail: llemp@gmu.edu	Meeting Time(s): 5 pm – 7:40 pm
Office Hours: by appointment	Meeting Location: Zoom: https://gmu.zoom.us/j/95016056791?pwd=ZnhqREdZQXJaYXMrRktqLzRlQnZlQT09
Office Location: Zoom: https://gmu.zoom.us/j/9721906291	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

Develops knowledge and skills about best special education practice in assessment and evaluation, and IEP and program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum. Note: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

Course Delivery Method

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

This course will be delivered online (76% or more) using synchronous format via the 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 @gmu.edu) and email password. The course site will be available on Monday, January 23, 2023 at 8:00 AM.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)

- [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
- [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings
- **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 ensure accessibility must be registered with George Mason University Disability Service.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- Web conferencing requirements:
 - o You must have a working web camera and headset/microphone combination.
 - o Use your real name to sign in—no aliases, please.
 - o Mute your microphone when not speaking.
 - o Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
 - o The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - o Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - o If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

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

1. Locate, read and interpret important evaluation reports, assessment data, 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 under which the student receives services, the determination of , special education services, services, related services, and supplementary aides and services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placement decision.
2. Effectively use essential components of the assessment process - record review, interview, observation and systematic structured interactions using task analysis and routine-based and curriculum-based assessment strategies - to gather information and describe in detail the needs and present level of functional and academic performance for a student with severe disabilities.
3. Effectively use essential components of the assessment process to gather information and determine starting points for, and assess progress in, instruction in reading, writing, mathematics, social studies and science for a student working in the adapted curriculum.
4. Describe the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.
5. Create and evaluate high-impact, meaningful goals for a target student with severe disabilities which enable academic learning, addresses educationally relevant self-care and self-management needs, enhances communication competence, and which reflects the student's chronological age, and the concerns and priorities expressed by family members and the individual.

Professional Standards

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, 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 Texts

Courtade, G. & Browder, D. (2016). *Aligning IEPs to State Standards for Students with Moderate-to-Severe Disabilities*. Wisconsin: Attainment Company.

Giuliani, G.A. & Pierangelo, R.A. (2023). *Assessment in Special Education: A Practical Approach, 6th Edition*. Pearson.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard and Zoom

Additional Readings

As assigned and posted on Blackboard in the “Additional Readings” tab on the sidebar in our Blackboard course.

Course Performance Evaluation

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

VIA 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 VIA/SLL (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 VIA/SLL.

For EDSE 533, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

N/A

College Wide Common Assessment

N/A

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete

the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey if you had a placement arranged for you. Towards the end of the semester, if you had a field experience arranged for you, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Course Assignments

VAAP Matrices (85 points):

As we discuss the Virginia Essential Standards of Learning (VESOL) in Reading, Mathematics, and Science and the Virginia Aligned Standards of Learning (VASOL) in Social Studies and Writing and their assessment via the Virginia Alternative Assessment Program (VAAP), one matrix per content area will be submitted. This matrix includes the standards selected for collection of evidence and the schedule and method by which you would provide instruction in preparation for computer aided testing (CAT) and portfolio development and as outlined in the complete assignment description on Blackboard.

Assessment History on Target Student and Educational Report/PLAAPF (100 points):

You will conduct a thorough record review of a target student's assessment history, observing the student, conduct informal assessments, administering the Brigance Inventory of Early Skills (Yellow, Green, or Blue as appropriate) and writing an Educational Report based upon your findings. This assignment has four components:

1. A one to two page document summarizing the student's major reports and records as found in your record review.
2. Copies of all informal assessments done in the classroom (reading inventories, math assessments, spelling tests, etc.).
3. The results of your administration of the Brigance Inventory of Early Skills.
4. Write an educational report including a PLAAPF based upon the findings of your assessments above. *Pick someone who has an upcoming re-eval!*

IEP Writing Guide (85 points)

As we cover writing IEPs, standards-based goal setting, IEP goal data collection, analysis and alignment to reporting student progress, you will be creating your own guide to writing a meaningful, standards-based IEP in the Virginia IEP system. You will include best practices in creating IEP meeting notices, documenting current and historical testing, PLAAPF, standards-based goals and the accommodations, academic and related services that will support significant progress meeting those goals, as well district and state testing measures and their accommodations, and the least restrictive environment statement.

Teacher Created Assessments (25 points total per content area, 25 points for rationale):

You will be using your target student, their PLAAPF, and IEP to construct academic assessments that could be used to support VAAP collection of evidence and computer aided testing (CAT) in the content areas of literacy, mathematics, and a content area of choice (Science or Social Studies). For each assessment created, you will provide a rationale explaining why this best supports assessing your target student and how this assessment will prepare your student for CAT and/or demonstrate student learning for the VAAP.

Small Group Participation and Discussion Assignment (65 points total; 5 pts per week, 13 weeks):

Each week you will participate in a small group discussion led by the instructor(s). The discussion will be based upon the readings and in class lecture. Each week you will be asked to upload and come to class prepared with some small discussion assignment. In order to get your points, you must BOTH upload your discussion assignment by Thursday at 5:00 pm AND attend small group. Only 1 point may be awarded for a Discussion Assignment that is turned in but the student does not attend small group time that week. Only 1 point will be awarded if a student attends small group but does not turn in their Discussion Assignment on time for the week.

Reading Check/Blackboard Activity: (65 points total; 5 pts per week, 13 weeks):

Each week as part of class time there will be a reading quiz or other online activity posted in the weekly content folder on Blackboard. These 5-point activities will be available beginning at 5:00 pm each Thursday and will be due by 7:40 pm. They are intended to part of your 5:00 pm – 7:40 pm in-class time.

Assignment Summary

Assignment	Due Date	Points Possible
VAAP Planning Matrices	2/16/23	85
Assessment History of Target Student and Educational Report/PLAAPF	3/9/23	100
IEP Writing Guide	4/6/23	85
Teacher Created Assessments (Literacy, Math, Content, and Skills) with Standards/ IEP Goal Alignment and Rationale	5/11/23	100
Small Group Participation and Discussion Assignment (65 points total; 5 pts per week, 13 weeks):	Weekly for 13 weeks (see class schedule)	65
Reading Check/Blackboard Activity: (60 points total; 5 pts per week, 12 weeks):	Weekly for 13 weeks (see class schedule)	65
Total Points Possible		500

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted.

More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to log in on time for their assigned small group time each week and stay for the duration of small group time.
- Only 1 point may be awarded for a Discussion Assignment that is turned in if the small group time that week is missed. Only 1 point will be awarded if a student attends small group but does not turn in their Discussion Assignment before class begins.
- Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Please see participation points under the assignments section.

Late Work

All assignments are due posted to Blackboard by 5:00 PM on the dates listed in the course syllabus unless otherwise specified.

****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.**

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 the assignment. If you are having difficulty with an assignment, please contact the instructors as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

Other Requirements

You must be on camera and available for discussion during assigned class time (whole group or your assigned small group). You may not switch groups. You must reserve the entirety of the class time 5:00 – 7:40 PM for class. Please note that your small groups will switch times weekly, and some weeks may be whole group instruction. Do not make other plans during class time on Thursdays.

Grading

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Class Content	Readings due prior to class time	Assignments due by 5:00 PM on this date
1/26/23	Introductions Purpose of Assessment and Program Planning Overview of Legal Requirements for Evaluation	Syllabus VESOL Reading Language Arts VESOL Mathematics VESOL/VASOL Science/Soc Sci (See Additional Readings in Bb)	Individual Information Form
2/2/23	VAAP and the ESOL/ASOL selection and implementation; selecting your case study student	Guiliani & Pierangleo: Chapter 10 and 11 Courtade & Browder: Chapter 4 Review VESOL/ASOL	

2/9/23	Standardized and Non-Standardized Assessment Tools	Giuliani & Pierangelo: Chapters 1, 2, 5, and 6	VAAP Matrix: Writing
2/16/23	What does the data say and so what? Deficit – based vs. Capacity Building	Giuliani & Pierangelo: Chapters 3, 4, and 18	VAAP Matrix: Content
2/23/23	Eligibility, Evaluation, and Re-evaluation	Giuliani & Pierangelo: Chapters 7, 8, 19, and 21	VAAP Matrices: Writing and Content
3/2/23	Developing meaningful IEPs	Giuliani & Pierangelo: Chapter 22 Cortade & Browder: Chapter 1	
3/9/23	Meaningful standards-based IEPs: Goals	Review: VESOL Reading Language Arts VESOL Mathematics VESOL Science/Soc Sci	Assessment History, Educational Evaluation & PLAPFP
Spring Break			
3/23/23	IEPs, Goals, and Related Services	Giuliani & Pierangelo: Chapter 16 Cortade and Browder: Chapters 5, 6 and 7	
3/30/23	IEP Goal Data Collection	Swain, Hagaman, & Leader-Janssen (2022). See Bb Additional Readings	IEP Writing Guide
4/6/23	IEP Goal Data Analysis and Progress Reports	Guide to Inserting Google Charts into Google Sheets See Bb Additional Readings	IEP Writing Guide
4/13/23	Literacy Curriculum, Self-Determination, Assistive Technology and Assessment	Cortade & Browder: Chapters 2 and 3, review Chapter 5	
4/20/23	Math Curriculum, Self-Determination, Assistive Technology and Assessment	Cortade & Browder: Review Chapters 2, 3 and 6	Literacy Assessment and Rationale Draft
4/27/23	Content Curriculum, Self-Determination, Assistive Technology and Assessment	Cortade & Browder: Review Chapters 2, 3 and 7	Math Assessment and Rationale Draft
5/4/23	Skills Based Curriculum, Self-Determination, Assistive Technology and Assessment	Cortade & Browder: Review Chapter 4	Content Assessment and Rationale Draft
5/11/23	Final Exam Due		Assembled Teacher Created Content and Skills Based

			Assessments and Standards/Goals Alignment Rationale
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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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and

note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s) will be posted to our Bb course and released as each assignment is introduced (no later than 2 weeks before due date).