

Virginia Consortium for Teacher Preparation in Vision Impairment

Curriculum and Assessment—Graduate Syllabus Spring, 2012

Thursdays, 7:20pm-10:00pm

Dates: 01/26/12-05/3/12

Host University

George Mason University
Instructor: Holly Lawson
Office phone: 703.993.5625
Office hours: by appointment,
before and after class
**Email
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Participating Universities

- GMU – EDSE 518 Curriculum & Assessment for Students w/ Visual Impairments Sections 6V1
- JMU – EXED 534 Curriculum & Assessment for Students w/ Visual Impairments
- RU – EDSP 657 Curriculum & Assessment for Students w/ Visual Impairments
- NSU – SPE 702 Curriculum & Assessment for Students w/ Visual Impairments
- ODU – SPED 536 Curriculum & Assessment for Students w/ Visual Impairments

COURSE DESCRIPTION

(Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Application activities, including regular assignments
4. Written responses to posted discussion questions posted on Blackboard.
5. In-depth study and work on course requirements require outside class time.

PROFESSIONAL STANDARDS:

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range**

goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Special Education Content Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs (ELN), including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

LEARNER OUTCOMES:

Upon successful completion of this course, the participants will be able to:

1. Demonstrate knowledge of assessment tools and evaluation of students with visual impairments
 - a. Administer, score and interpret assessments including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments
 - b. Utilize techniques to collect record and analyze information.
 - c. Use specialized terminology in educational assessment.
 - d. Utilize specialized policies and procedures for screening, pre-referral, classification and placement of students with visual impairments.
 - e. Use specific assessments that measure learning modalities, functional vision, areas of the expanded core curriculum and learning media.
 - f. Conduct assessments and interpret findings in the area of technology.

2. Demonstrate the ability to evaluate the validity of individual tests, for use with students with visual impairments and is able to:
 - a. Apply ethical considerations, legal provisions, and guidelines as related to the validity and relevancy of assessments used with the diverse population of students with visual impairments.
 - b. Demonstrate knowledge of the effect visual impairment plays in the validity of standardized assessments.
 - c. Utilize alternative assessment tools and techniques.
 - d. Adapt and use a variety of assessment procedures, in evaluating students with visual impairments and deaf-blindness.

3. Demonstrate the ability to apply assessment data to plan and evaluate the educational program of students with visual impairments
 - a. Determine appropriate interpretation and application of assessment scores for students with visual impairment.
 - b. Demonstrate relationships among assessment, IEP development, placement and eligibility for vision services.
 - c. Demonstrate knowledge of using assessment data to conduct diagnostic instruction.
 - d. Use assessment information to develop literacy modality plans for students with visual impairments.
 - e. Utilize assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
 - f. Create disability related records for students with visual impairments.
 - g. Gather background information and family information relevant to the individual student's visual and educational needs.
 - h. Provide information to families and related service providers about current student levels in all developmental areas.

REQUIRED TEXTS:

- Goodman, S., & Wittenstein, S. (2003). Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.
- Koenig, A., & Holbrook, C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

REQUIRED ARTICLES (AVAILABLE ON BB):

- DeFur, S. H. (2004). Education reform, high-stakes assessment, and students with disabilities: one state's approach. *Remedial and Special Education, 23*(4), 203-211.
- Edgemon, E. A., Jablonski, B., Lloyd, J. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. *Teaching Exceptional Children, 38*(3), 6-11.
- Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness, 100*(9), 523-532.
- Freeland, A. L., Emerson, R. W., Curtis, A. B., & Fogarty, K. (2010). Exploring the relationship between access technology and standardized test scores for youths with visual impairments: Secondary analysis of the National Longitudinal Transition Study 2. *Journal of Visual Impairment & Blindness, 104*(3), 170-182.
- Holbrook, M. C., & Spungin, S. J. (2009). Supporting Students' Literacy Through Data-Driven Decision-Making and Ongoing Assessment of Achievement. *Journal of Visual Impairment & Blindness, 103*(3), 133-136.
- Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment & Blindness, 101*(2), 69-79.
- Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness, 102*(5), 261-271.
- Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View, 35*(1), 7.
- Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness, 103*(1), 44-47.
- Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness, 100*(10), 606-619.
- Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness, 100*(11), 653-665.
- McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness, 101*(10), 587-600.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have

we learned anything new? *Exceptional Children*, 75(2), 233-52.

Ysseldyke, J., Nelson, R., & Christenson, S. (2004). What we know and need to know about the consequences of high-stakes testing for students with disabilities. *Exceptional Children*, 71(75-95).

Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and Implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, 100(10), 598-601.

SUGGESTED READINGS:

Gense, J., & Gense, M. (2005). *Autism spectrum disorders and visual impairment meeting students' learning needs*. New York, NY: AFB Press.

Loftin, Marnee. (2005). *Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students*. Austin: Texas School for the Blind and Visually Impaired.

Roman-Lantzy, C. (2007). *Cortical visual impairment: an approach to assessment and intervention*. New York: AFB Press.

Presley, I., & D'Andrea, F. M. (2008). *Assistive technology for students who are blind or visually impaired : a guide to assessment*. New York: AFB Press.

Sacks, S. Z. Wolfe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

Sanford, L., & Burnett, R. (2008). *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. Louisville, KY: American Printing House for the Blind, Inc.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment*. NY: AFB Press.

PROPOSED SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Presenter	Readings & Assignments
Jan 26	<ul style="list-style-type: none"> Blackboard & Adobe Connect Review of Syllabus & Course Requirements Historical Foundations Legal & Ethical Considerations Terminology 	Holly Lawson	Chapter 1 & 2 (Goodman) Appendix A (Goodman) Kamei-Hannan (2007)
Feb 3	<ul style="list-style-type: none"> Policies & Procedures Collaboration & the Assessment Team Gathering Background Information <p><u>In-Class Activity: Teaming</u></p>	Holly Lawson	Chapters 3, 10 & 11 (Goodman) Comprehensive Assessment
Feb 9	<ul style="list-style-type: none"> Types of Assessments for Students 	Holly Lawson	Chapter 4 & 5 (Goodman)

	<ul style="list-style-type: none"> with Visual Impairments State Standardized Testing Requirements <p><u>In Class Activity: Assessment Analysis</u></p>		<p>Defur (2004) Ysseldyke et. al. (2004)</p>
Feb 16	<ul style="list-style-type: none"> Accommodations & Modifications in Assessment Accessibility & Testing Bias Specific Tools for Assessing Braille Skills 	<p>Holly Lawson Guest Presenter: Anna Swenson</p>	<p>Erin et. Al. (2006) Kamei-Hannan (2008) Knowlton et. Al. (2003)</p>
Feb 23	<ul style="list-style-type: none"> Learning Media Assessment <p><u>In Class Activity: Project SLATE</u></p>	<p>Holly Lawson</p>	<p>Chapters 1, 2, & 3 (Koenig & Holbrook) Holbrook & Spungin (2009)</p> <p>Assessment History Report Due</p>
March 1	<ul style="list-style-type: none"> Standards-based IEPs Learning Media Assessment <p><u>In Class Activity: Project SLATE</u></p>	<p>Guest Presenter: Judy Stockton</p>	
March 8	<p>Spring Break</p>		
March 15	<ul style="list-style-type: none"> Learning Media Assessment <p><u>In Class Activity: Project SLATE</u></p>	<p>Holly Lawson</p>	<p>Chapters 4 & 5 (Koenig & Holbrook) Lusk & Corn (2006a &b)</p>
March 22	<p>VA AER Conference—No Synchronous Class Meeting</p>	<p>Holly Lawson</p>	<p>Chapter 6 (Koenig & Holbrook) McKenzie (2007)</p>
March 29	<ul style="list-style-type: none"> Learning Media Assessment <p><u>In Class Activity: Project SLATE</u></p>	<p>Holly Lawson</p>	<p>Chapter 8 (Goodman)</p>
April 5	<ul style="list-style-type: none"> Ecological Assessment Alternative Assessments 		<p>Chapter 7 (Goodman) Towles-Reeves et. al. (2009) Zebehazy et. al. (2006) LMA Report Due</p>
April 12	<ul style="list-style-type: none"> Assessing Assistive Technology Needs of Students with Visual Impairments Interpreting & Applying Recommendations 		<p>Readings posted on Blackboard</p> <p>Freeland et. al. (2010)</p>
April 19	<ul style="list-style-type: none"> Assessing Social, Recreational & Self 	<p>Holly Lawson</p>	<p>Lohmeier (2009)</p>

Determination Skills		Class Presentation— Curriculum Review Due
<u>Class Presentations: Curriculum Review</u>		
April 26	<ul style="list-style-type: none"> Assessing Daily Living, Career, and Transition Skills 	Holly Lawson
May 3	<ul style="list-style-type: none"> Psychological Assessment for Students with Visual Impairments Woodcock Johnson Infant and Early Childhood Assessment 	Chapter 6 (Goodman) Menu Item

ASSIGNMENTS & COURSE REQUIREMENTS

- ⇒ **Scoring Rubrics for all assignments are posted on the blackboard site.**
- ⇒ **Assessment History Report:** All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
1. Research and synthesis of major reports and records
 2. Creation of assessment history document
 3. Interview of family member or legal guardian, and addition of information to the history document
 4. Critical analysis of child's assessment history and write-up **(50 points)**
- ⇒ **Learning Media and Informal Reading Assessments:** All students will be required to complete a LMA report on a student in their classroom. You will be provided the child's records and age appropriate materials from the *Johns Reading Inventory*. You will review the student's records and include information from the assessment history report, conduct observations of the student's use of sensory channels, administer part of the *Johns Reading Inventory* and interview at least one individual (student, teacher, parent) about the child's literacy skills and needs. Based on the information you gather you will write a LMA report. Please Review the Rubric on Blackboard for specifics. **(150 points)**
- ⇒ **Curriculum Review & Class Presentation:** All students will select and review a curriculum that has not been used previously. The curriculum should address the academic or ECC needs of the student and be age/grade level appropriate. The materials may be designed for a student with *or* without a visual impairment. Please Review the Rubric on Blackboard for specifics. **(75 points)**

⇒ **Menu Item:** See the list of menu items below. (100 points)

MENU ITEMS

Graduate students must select one menu item.

- a. **Technology Assessment:** Conduct an assistive technology assessment for a student with a visual impairment following the assessment protocol outlined in the book, *Assistive Technology For Students Who Are Blind or Visually Impaired: A Guide to Assessment*, published by AFB Press. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.
- b. **Social Skills Assessment:** Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments*, published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.
- c. **Expanded Core Curriculum Screening:** Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.
- d. **Performance-based Assessment:** Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.
- e. **Collaborative Observation:** Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for on-going assessment.
- f. **Student Selected Menu Item:** Develop an individual project to increase your knowledge or understanding of assessment and/or curriculum for students with visual impairment or deafblindness. Submit a one-paragraph description of your proposed project to the instructor via e-mail by **Feb. 3rd** for approval. Examples of projects might include an observation of a school psychologist conducting the Woodcock Johnson III, development of a videotape on common accommodations for students with visual impairments, or creation of a brochure for parents and teachers

highlighting the importance of specialized assessments for students with visual impairments. **If you don't get your project approved ahead of time, it may not be accepted, resulting in a grade of zero points.**

ATTENDANCE POLICY

Attendance (**40 points**) at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week. Students who successfully complete 9-10 in-class activities will earn 30 points, students who successfully complete 8 in-class activities will earn 15 points, while students who complete between 0-7 in-class activities will receive 0 points. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

GRADING SCALE

Grades will be assigned, using a point system, of a total of 100 available points:

	415 Total Points Possible
1. In-Class Participation And Attendance	40
2. Assessment History Report	50
3. Curriculum Review & Class Presentation	75
4. Learning Media and Informal Reading Assessments	150
5. Menu Item	100

A = 95-100%

A- = 90-94%

B = 80-89%

C = 70-79%

F = 70% and below

CLASS AND GRADING POLICIES:

As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the due date (see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. **Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.**

CONSORTIUM COURSE POLICIES

HONOR CODE

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically). A complete copy of each university's Honor System document is available through

- GMU: <http://academicintegrity.gmu.edu/honorcode/>
- Radford: <http://www.radford.edu/dos-web/honorcode.html>
- NSU: <http://www.nsu.edu/studentjudicial/>
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml
- JMU: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>

ACCOMMODATIONS FOR DISABILITY

Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: <http://ods.gmu.edu/>
- Radford: <http://www.radford.edu/~dro/>
- NSU: <http://www.nsu.edu/disabilityservices/index.html>
- ODU: <http://studentaffairs.odu.edu/educationalaccessibility/>
- JMU: <http://www.jmu.edu/ods/>

INCLEMENT WEATHER

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. Please note that 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.

COURSE MATERIALS

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; Outlines of PowerPoints will be available on Blackboard by noon of the class day or sooner.

TECHNOLOGY PROFICIENCIES

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu>

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through <http://mymason.gmu.edu>.
- Login
 - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
 - NON-GMU Students:
 - Username: x_firstname.lastname
 - Password: bbcommunity
- Select the “Organizations” tab to access classes.

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.

Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded

at: <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

TASKSTREAM SUBMISSION

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the VI Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE). Note: EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the

end of the semester (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

The **NCATE assignment(s)** for this class is: **Learning Media and Informal Reading Assessments**

Note: Please submit these items together as ONE pdf file into Taskstream.

**GMU STUDENTS ONLY:
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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 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/>].

Core Values Commitment

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