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

EDSE 544-673: *Adapted Instructional Methods and Transition for Secondary Learners*
CRN: 80978, 3 - Credit(s)
Fall 2012

Instructor: Dr. Sharon Ray	**Meeting Dates:** 09/14/12 - 11/17/12
Phone: Office (703) 993-5247 Cell (703) 673-8540	**Meeting Day(s):** Friday & Satuday
E-Mail: sray4@gmu.edu *Best Contact Method	**Meeting Times:** F: 5:00pm - 9:00pm, S: 9:00am - 5:00pm
Office Hours: Before/After Class or By Appointment	**Meeting Location:** ARLFH 466

Course Description:
Provides strategies for teaching functional academics and social/life skills, facilitating the transition to postsecondary environments. Focuses on all aspects of transition and alternative assessments for secondary learners with disabilities.

Prerequisite(s): None.

Advising Contact Information:
Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

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

Learner Outcomes:

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

- Identify, describe, and design alternate assessments for secondary learners with disabilities to demonstrate learning outcomes and postsecondary interests and aptitudes;
- Demonstrate an understanding of evidence-based strategies for facilitating transition into the community, workplace, and postsecondary environments;
- Demonstrate how to implement cognitive strategies in self-regulation, study skills, attention, memory, motivation, and self-determination;
- Demonstrate knowledge of the federal and Virginia laws, Standards of Learning, and agencies that require and provide for transition, vocational, and rehabilitation services for students with disabilities at the secondary school level (middle & high school);
- Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and principles of person-centered planning;
- Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities.

Required Textbooks:

Sitlington, P. L., Neubert, D.A., and Clark, G. M. (2010). *Transition Education and Services for Students with Disabilities (5th ed.)*. Boston: Pearson Education, Inc.

* We will be using the course text in class quite often, so it is required that you bring your course text with you to each class session.

Recommended Textbooks:

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

Required Materials:

<u>Required</u> Access to Course Blackboard Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You will use the site: http://courses.gmu.edu and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 544 course.

Additional Readings:

Additional readings will include transition-related websites that will be posted on the course Blackboard site within the Online Module folder under the Course Content tab. These websites will be reviewed as one piece of the Online Module for the October 19th class. Other in-class readings will be assigned as needed.

Course's 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 teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/ The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, and Standard 10: Collaboration. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):
Attendance Policy:
Class attendance and participation are an essential part of this class because of the technical nature of the information learned through the course, as well as the compressed time frame of class meetings. Attendance points are earned for each hour of class attendance with these points being accumulated through in-class projects and work products. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you have to miss any portion of a class session, please let the instructor know in advance by phone or email. Cumulative missed time cannot exceed a total of 3 ½ hours for successful course completion. **<u>Points missed for attendance cannot be made up!</u> Missing 4 or more hours of class time will result in a student receiving no credit for this course.**

Late Work Policy:
All assignments should be submitted <u>*on or before*</u> the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Late assignments will be accepted in the following manner (**Note: No late work will be accepted after the last class meeting**):

  ➢ **5% point deduction – up to 1 week late**
  ➢ **10% point deduction – 1-2 weeks late**
  ➢ **25% point deduction – 2 weeks late up through last class day of class**

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:
95 - 100% = A
90 - 94% = A-
80 - 89% = B
70 - 79% = C
<70% = F

Evidence-Based Practices:

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Schedule:
Assessment of Course Requirements:

Requirements of this course include readings from your textbook and other reading materials as assigned by the instructor, website access, and activities, which include in-class individual and group work, as well as assignments outside of class. The goal of all work for this course is to increase your understanding, knowledge, and skills in regards to the transition process for secondary students with mild disabilities.

The required NCATE assignment for this course is the Transition Plan with Assistive Technology, which will assist you in learning more about the requirements, processes, and services for facilitating successful transition for secondary students from school to the work world and community living. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the instructor's Blackboard email account. Each assignment should be submitted by the start of class on the due date. Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction. All course assignments should be completed with college level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your group name abbreviated form of the assignment's name>. I will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. **Only one group member from each group needs to submit an assignment**. Below is example labeling for submission of all written assignments:

FabFiveBrief – (submitted if using PowerPoint) Oral Brief of NLTS 2 Report

FabFiveSitePaper – Site Visit Paper

FabFiveLifeSkillsProj – Infusing Life Skills into Standards-Based Curriculum Project

FavFiveTransIEP – Transition IEP

Course Requirements Evaluation	
Assignment	**Points Earned/Total Points**
1. Attendance & Participation (1 pt. per class hour) **(Individual)**	/36
2. Oral Brief of NLTS 2 Report **(Group)**	/24
3. Transition Requirements Quiz **(Individual)**	/20
4. Site Visit Paper **(Group)**	/30
5. Infusing Life Skills into Standards-Based Curriculum Project **(Group)**	/40
*6. Transition IEP **(Group)**	/50
Total # of points earned	**/200**

***TASKSTREAM SUBMISSION*:**

This Transition IEP is the required NCATE assignment for this course and must be submitted digitally to Taskstream. If this is your first GMU Special Education class, you will need to self-enroll into Taskstream. There is further Taskstream information on the GMU Special Education Program website: http://gse.gmu.edu/programs/sped/ .

TASKSTREAM SUBMISSION: Electronic Portfolios
Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

- **DRF**: Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio* DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Fall 2012 EDSE 544 Section 673 DRF.
- **Rubrics**: In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.
- **TaskStream**: Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading

assignments are the same; however students should disregard all references to the *Special Education Portfolio* and instead to be sure to post assessments into their new *course-specific* DRF.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

There are 6 Performance-Based Assessments for EDSE 544. The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream, is marked with an asterisk *.
(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

Course Assessment Details:

<u>Attendance and Participation</u> – *Hourly* **(1 pt. per each class hour, tracked through classwork products and in-class projects = 36 points)**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, Points for class attendance and participation are positively impacted by:

a. attending class and being psychologically available to learn,
b. completing and handing in weekly class assignments,
c. participating in class discussions/activities throughout the semester,
d. thoughtfully contributing to class discussions,
e. listening to the ideas of other peers, respectively, and
f. demonstrating an enthusiasm for learning,
g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials, specifically. **<u>Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.</u>**

Oral Brief of NLTS 2 Report – *due 10/20* (**24 points**)
You will be assigned a particular report from the National Longitudinal Transition Study 2 (**http://www.nlts2.org/reports/index.html**) to read. In a short briefing, you will provide your classmates with the most salient and pertinent information from the report. You may use a visual if you wish, but you will be limited to one slide per group member for your overhead/PowerPoint slide/piece of chart paper. Also, your briefing will be based per minute on your number of group members. For instance, if you have two group members, your briefing will be two minutes, while a five member group would give a briefing of five minutes. Groups can include anywhere from 2-5 people.

Quiz on Online Module from October 19th – *to be completed 10/20* (**20 points**)
The IEP Transition Requirements Resource is a multimedia training and reference tool designed to increase understanding about IEP transition requirements and indicator 13. This online tool should increase your understanding of the important transition requirements that are foundational to creating effective and evidenced-based transition-driven IEPs. It features video interviews with a leading national expert on IDEA transition requirements and Indicator 13, Dr. Ed O'Leary. This Quiz will document your understanding of these requirements, and the content of this tool will help you with your Transition IEP assignment.

Site Visit to a Community Resource/Agency or School Resource That Facilitates Transition Skills – *due 10/20* (**30 points**)

Visit a transition resource either in the community or within a school system and describe the services available to youth with disabilities. Your write-up should include services, accommodations, population(s) served, description of the agency/office, and your questions for staff. Your "lens" for this visit should be "what opportunities exist for youth with mild disabilities through this avenue during and/or after high school?" Include copies of materials available at center, agency, or office. You will need to make an appointment. Acceptable options for this assignment include a school career center, interview with a school or county transition coordinator, One-Stop Center, vocational evaluation site, Virginia Department of Rehabilitation Services office, local Community Services Board, Job Placement/Training program, and other suggestions as cleared by your instructor. Your write up MUST include a synthesis section that integrates the information from your site visit with professional literature on transition and career education.

Infusing Life Skills into Standards-Based Curriculum Project – *due 11/16* (**40 points**)
The career/life skill integration project will consist of a "mini-unit" that will cover approximately 2 weeks of a block-scheduled class (5 classes/90 minutes per class) and use appropriate *SECONDARY (middle or high school)* grade level Standards to teach in a content area (English, math, science, social studies or other secondary academic area of your choice) at an identified secondary level. Make this something you or another secondary teacher could actually use.

This unit will include a variety of activities, teaching strategies, and assessment tools to match the needs of your learners, the topic being taught, and the resources available. **In your lesson plans, the students should be actively engaged in activities at least half of the time.** The goal

of your lessons should be to infuse career education or critical life skills into content area instruction as described in a course of study and the SOL(s) for that grade level and subject. You are to find and/or create each activity to be completed by the students. <u>If you select a published activity you must cite the reference.</u>

The following will help you to develop this project:

Step 1. Standards.
Obtain a curriculum (often referred to as a program of study or curriculum frameworks) from general education at the *secondary* level. Locate and clearly identify the related Standards/Curriculum Frameworks for major content areas. Be sure to specify the teaching situation and the students: What kind of class? What kind of students? How many students? What kind of instructors? What kind of resources?

Step 2. Integration of Career Development/Life Skills within Academic Lessons.
Using the *secondary* general education curriculum (or program of study) and the DC Standards develop 5 (or more) sequential well-designed lessons (a mini-unit, if you will) which will cover five (or more) sessions of content and will reflect the integration of career development/life skills activities. These lessons must relate to one another at the thematic level.

Step 3. Standards-based Goals and Objectives.
Identify the Standards upon which the lessons are based.
List general goals for each lesson. These are to be based on the Standards that you identified. Please indicate which one(s) and for which grade level and subject that you select.
Then, identify what career concepts/life skills will be infused into the lesson, and write specific, measurable objectives for each lesson.

Properly written instructional objectives have four components. They:

1. *Identify what students will be able to do once they have acquired the knowledge, skills or values related to the overall goal of the lesson(s).*
2. *Specify an anticipated measurable performance that will demonstrate the student has acquired the knowledge, skills or values related to the overall goal of the lesson. It allows the teacher to be able to see, hear, or examine a student-developed project.*
3. *Describe the setting in which the performance is to be demonstrated and observed, as well as the conditions under which the students will perform.*
4. *Establish a degree or level of expected performance (criterion) to measure the successful completion of the objective. These may be measured by rubrics, the percentage of correct items on a text/quiz, check sheets, etc.*

Step 4. Lesson Format
Provide a <u>detailed</u> <u>outline</u> for **each** lesson including Grade Level, Theme, Standards addressed, Objectives, Introduction, Presentation, Guided and Individualized Practice, and Assessment. Your outline should not exceed two pages for each lesson.

Step 5. Adaptations & Accommodations.
    For the lesson(s), specify (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mild intellectual disabilities, and /or emotional disabilities. What will be done differently to ensure mastery of content??

Step 6: Assessment Plan for the Lessons**.**
    Summarize the multiple forms of assessment (formal and informal) that will be embedded in the lesson(s). Construct actual assessment examples for each lesson and at least one for the unit as a whole. Include a discussion of how the results of each assessment will be used in instructional decision-making.

Step 7: Enduring Understandings for Students
    How will the concepts and skills you infused into this mini-unit assist the students in transitioning to their adult lives? How will they use the content in the future?

*Transition Plan with Assistive Technology – *due 11/17* (50 points) (Note: NCATE Assessment/signature assignment for submission to Taskstream)

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of a transition plan for secondary students with mild to moderate exceptional learning needs. Candidates will demonstrate understanding of the components of the transition plan. Based upon case information provided, candidates will construct a transition plan that is legally sufficient and educationally appropriate for the described student. Candidates will use curricular resources and evidence-based practices to demonstrate their ability to plan appropriately for the student with mild to moderate exceptional learning needs.

1. **Directions for the Assessment:**

In this assignment/project, you will demonstrate your ability to develop a Transition Plan for a hypothetical secondary student with a mild to moderate exceptional learning need. You will be presented with case studies and the Fairfax County Public Schools (on Blackboard). Using the information in your selected case study, you will write a transition plan that thoroughly and appropriately addresses the needs of the student in the case scenario and integrates at least one form of assistive technology which increases the student's ability to access the general curriculum and work towards his or her transition goals.

As you write the transition plan, you will:
- Complete a thorough review of the case study facts
- Complete all components of the transition planning forms, using specific instructions provided by the instructor

- *Infuse appropriate augmentative and assistive communication or assistive technology strategies into the transition goals and short-term objectives.*

- **Transition Assessment Information:** Interests, strengths/capabilities, and career goal (include training, education, employment, and where appropriate independent living)
  - Consider the information presented in the vignette as well as any assessment data (formal or informal) and present levels of performance as you develop these statements.
  - Consider the impact of the student's academic and social abilities, attitudes, interests, and values on instruction and career development.

- **Measurable Postsecondary Goals:**
  - Write *one measurable postsecondary goal* for each domain: employment, education/training, and independent living skills. Base each goal on the information from the vignette and peer-reviewed research. Each goal is a specific statement of what the student wants to achieve after high school written as an "I will" statement. These goals should be based on the student's interests, preferences, and strengths.
  - Select and adapt instructional strategies and materials according to the characteristics of the student with exceptional learning needs and integrate evidence-based practices (from a minimum of TWO peer-reviewed journal articles) which have been validated to promote successful transitions for the specific characteristics of the learner and setting.
    - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could that technology be integrated into the instruction in a natural and meaningful way?*
  - Ensure that each postsecondary goal is based on an age appropriate transition assessment (functional vocational evaluations, state assessments, or other more informal methods like daily living skills checklists and interest inventories and that you consider the principles of normalization and concept of least restrictive environment when making decisions about post-secondary outcomes).

- **Transition Objectives:**
  - Write one short-term objective or benchmark each for **career, self-advocacy and independent living**. Integrate evidence-based practices which have been validated for the specific characteristics of the learner and setting.
  - At least two of your objectives must contain a *form of appropriate augmentative and assistive communication or assistive technology* as one component.
  - You may want to consider the following questions:
    - What specific models, theories, philosophies, and research methods which form the basis for special education practice can be utilized?
    - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
    - *What appropriate augmentative and assistive communication or assistive technology would help the student reach their post-secondary goals? How could*

that technology be integrated into the instruction in a natural and meaningful way?
- What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?
- What strategies can be used to integrate student initiated learning experiences into the instruction in order to maximize opportunities to increase self-determination?

- **School and Post-Secondary Services:**
    - Identify a **minimum of two post-secondary resources** that would be helpful for your student (e.g. Woodrow Wilson Training Center, ARC, Community Services Board).
    - Identify a minimum of **one in-school employment preparation option** (e.g. Academies in Fairfax County Public Schools, Monroe Center in Loudoun County Public Schools, Davis Center, Pulley Center, etc.).
    - In addition to completing the checklists on the Fairfax County form, you are required to write a **ONE PAGE SERVICE SUMMARY** which details a comprehensive, longitudinal individualized program for your secondary student including:
        - A rationale for the services selected. Relate the level of support to the needs of the student. Why did you choose explore vs. select? Why are these services necessary for the student? Ensure that the rationale takes the continuum of placement and services available for students with exceptional learning needs as well as the legal, judicial and educational systems to assist students with exceptional learning needs into consideration.
        - Do you recommend a job coach? Enclave? Any other special support?
        - A detailed explanation of what skills, experiences, activities, opportunities and connections the student needs in order to reach their post secondary goals and the "action plan" to reach them.
        - A detailed explanation of resources, techniques and recommendations for educational, community, vocational, and post-school adult living experiences which should be used to transition the student with exceptional learning needs out of school and into the postsecondary environment. This should include an explanation of the selected forms of appropriate augmentative and assistive communication or assistive technology which would benefit the student and a discussion of how these technology skills can be introduced and taught.
        - Articulate how you would review this document with the learner and how you would help the student understand how things change when they are no longer covered by IDEA.

NOTE: All rubrics, forms, resources etc. for each Assignment can be found on the Blackboard site for this course in an assignment-specific folder under the "Information" tab on the course menu

Class Session	Topic/Learning Experiences	Assignments Due
1 9/14	Course Introduction 101 Transition Activities Syllabus and Expectations Identifying Your Own Experience with Transition	
2 9/15	Enduring Understandings Assessment: Academic and Transition* Foundations of Transition Planning: • A historical perspective • The NLTS 1 • Characteristics and Needs of Secondary Learners with Disabilities • From Entitlement to Eligibility: IDEA, ADA, 504, WIA and beyond*	Begin reading Chapters 1, 2, 3, and 7
3 10/19	**Online Class:** Transition Plan Development Transition Resources (Directions and Materials can be found within the "Online Module" folder under the Course Content tab on Blackboard)	**Complete reading Chapters 1, 2, 3, and 7 and corresponding Blackboard Assessment for each Chapter (found under the Assessments tab)**
4 10/20	Community Resources and Transition Planning Considerations: Employment, Postsecondary Education, and Independent Living* Infusion of Life and Career Skills into the standards-based curriculum	Read Chapters 8, 9, 10, and 5 **Quiz on Transition Requirements from Online Module** **Oral Brief of NLTS 2 Report Due**

	Career Education Across the Spectrum	**Site Visit Paper Due**
5 11/16	Secondary IEP Planning and Delivery* Graduation Requirements Informal Presentations of Curriculum Projects	Read Chapters 6 and 4 **Infusing Life Skills into Standards- Based Curriculum Project Due**
6 11/17	Student Motivation/Self Regulation Self-Determination for Students and families* Guest Speaker: Viable Post-Secondary Options	Read Chapters 11 and 12 **Transition IEP due**

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

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

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with 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/].

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

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/Revised 06/25/12

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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