



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

Fall 2013

EDSE 669 631: Interdisciplinary Approach for Children with Sensory and Motor Disabilities

CRN: 81242, 3 - Credits

**Consortium Courses:**

VCU: SEDP 658 Educating Students with Severe Disabilities

RU: EDSP 665 Positioning and Handling

UVA: EDIS 5058 Positioning, Handling, and Self Care

NSU: SPE 641A Physical and Occupational Therapy Procedures Adapted

<b>Instructor:</b> Dr. Cornelia Izen	<b>Meeting Dates:</b> 8/26/2013 - 12/18/2013
<b>Phone:</b> 703-993-5736	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> <a href="mailto:cizen@gmu.edu">cizen@gmu.edu</a> <b>Skype Name:</b> neiaizen	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Address:</b> 203A Finley Building, Fairfax Campus <b>Office Hours:</b> By appointment in person, via phone, or via Skype.	<b>Meeting Location:</b> Off-campus, KAI 103

**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.

**Course Description**

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.

**Prerequisite(s):** None

**Co-requisite(s):** None

## **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

## **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:

- Describe typical physical development of children and apply this knowledge in guiding learning experiences.
- Have a basic understanding of the most common medical diagnoses associated with students with severe disabilities and the impact on their functioning in school and community settings.
- Understand the role muscle tone plays in the positioning and handling of students.
- Be familiar with common positioning equipment used in the classroom.
- Be able to identify the physical, sensory, and/or health/medical needs of students with severe disabilities and understand how these needs impact the educational program.
- Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
- Understand the roles and responsibilities of related and support staff working in a collaborative setting.
- Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success.
- Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
- Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
- Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

### **Required Textbooks**

Orellove, F.P., Sobsey, D. & Silberman, R.K. (2004). *Educating children with multiple disabilities: a collaborative approach* (4<sup>th</sup> ed.). Baltimore: Paul H. Brookes.

### **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

### **Recommended Textbooks**

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

### **Required Resources**

Any additional resources will be posted on Blackboard.

### **Additional Readings**

See listing below Schedule on this course syllabus. All additional readings will be posted on Blackboard.

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD 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. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 3: Individual Learning Differences, Standard 4: Instructional

Strategies, Standard 6: Language, Standard 7: Instructional Planning, and Standard 8: Assessment.

## **SD CONSORTIUM SYLLABUS STATEMENTS AND 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://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: [www.students.vcu.edu/rg/policies/rg7honor.html](http://www.students.vcu.edu/rg/policies/rg7honor.html).

UVA: <http://www.virginia.edu/honor/>

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](http://www.nsu.edu/student_judicial/policy.html)

### Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

UVA: <http://www.virginia.edu/vpsa/services.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

### 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. If in doubt, dial the University phone number (703-993-1000) or visit the university website ([www.gmu.edu](http://www.gmu.edu)). Do not email us; I will email you regarding weather as soon as it is announced.

Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

### Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

### Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), 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; PowerPoints should be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

### Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are 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>

NON GMU Students: Your login for Blackboard Organizations is: *x\_first name.last name* For example John Smith's username would be: *x\_john.smith* Your password is: *bbcommunity*

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.

### TaskStream Submission

TaskStream ([www.taskstream.com](http://www.taskstream.com)) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National

Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **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. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment for this class is: *Physical Management Plan with Assistive Technology*

### Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

### Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinan Jerome (mkinan@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for [Positioning] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as

outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Students may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Positive Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>
- Characteristics: <http://webcon.gmu.edu/characteristics/>

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

## **Course Policies & Expectations**

### **Attendance.**

Students are expected to arrive on time, remain in class for the duration of class sessions, and demonstrate professional behavior in the class. During class time, computers and peripherals are to be used only for work related to the class. Students found using this equipment for purposes other than the assigned class activity will be asked to turn off their equipment and may not receive full participation points for that class session.

### **Additional Course Policies**

- Use APA 6<sup>th</sup> Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. [http://www.plagiarism.org/plag\\_article\\_preventing\\_plagiarism\\_when\\_writing.html](http://www.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html)
- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

### **Late Work.**

ALL assignments are due by 7:00 PM on the dates listed in the course schedule in this syllabus. *Five 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 85% of the points for the assignment regardless of the quality of the work. After one week,

the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

**Evaluation**

Assignments are evaluated according to rubrics. You can find the assignment descriptions and rubrics in Blackboard. For all assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar) on Blackboard. You can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this. The course point breakdown is:

Item	Points Each	Total
Class participation (14 total)	10	140
Student Introduction	10	10
Individual Research Reviews (2 total)	25	50
Instructional Program: Part 1	100	100
Instructional Program: Part 2	100	100
Instructional Program: Part 3	100	100
Instructional Program: Part 4	100	100
Instructional Program: Part 5	100	100
Instructional Program: All Parts (1-5), Final Version*	300	300
<b>Total Points for Course</b>		1000

\*NCATE/TaskStream Assessment

## **Grading Scale**

### Graduate Students:

95-100% = A    70-79% = C

92-94% = A-    <70% = F

89-91% = B+

85-88% = B

80-84% = B-

## **Assignments**

### **NCATE/TaskStream Assignments.**

Physical Management Plan with Assistive Technology (Instructional Program): For this assignment, students are to identify a student within an educational setting who has severe and/or multiple disabilities as well as physical, sensory, and/or medical needs. For those without access to a student who meets this description, a student case study will be provided. You will write a detailed description of this student based on records available, determine a functional goal, and plan an instructional strategy to teach this goal. See grading rubric for further details.

### **Common Assignments.**

There are no common assignments at this time.

### **Other Assignments.**

#### **Student Introduction**

Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course. In addition, the student will be required to enter a photograph in their Blackboard profile. This photograph will be used to identify you in class. Please be sure that your photo depicts **you** rather than a flower, dog, your favorite mountain, or some other lovely scene.

#### **Class Participation**

During class sessions, students will participate in activities in small groups and with the instructor or guest speaker. Points will be assessed and given for participation in these activities. Students will be expected to arrive on time, stay for the duration of the session, and contribute with thought to discussion and analysis during class activities. As a courtesy, please email me to let me know if you will not be in class or notify me afterwards if something unexpected came up that prevented you from attending. Participation points cannot be made up if you miss class.

#### **Research Reviews**

As a teacher, you should be able to read and apply research in your field. Thus, we will discuss and analyze two research articles in class in large and small groups and you will be assigned one

article to critique outside of class. You will choose a second article to critique on your own as well. The two research reviews you complete outside of class will be submitted for grading.

## Schedule

Proposed Schedule (schedule may change based on guest speaker availability)

Session	Date	Topic/Lecture	Assignment	Assignments Due
1	8/28	<ul style="list-style-type: none"> <li>Overview of Course</li> <li>Review of Syllabus</li> <li>Attitudes Toward People with Severe Disabilities/Autism</li> <li>Introduction to Curriculum Development</li> </ul>		
2	9/4	<ul style="list-style-type: none"> <li>Functional Curriculum Development</li> <li>Adaptation to Promote Participation of Students with Severe Disabilities/Autism in Inclusive Environments</li> </ul>	Orelove, Sobsey & Silberman (OSS): Chapters 3 and 5	
3	9/11	<ul style="list-style-type: none"> <li>Sensory-Motor Development</li> <li>Physical Management of Students in the Classroom, at home, in the Community</li> </ul>	OSS: Chapters 6 and 7 Campbell (2011) Lanconi et al. (2002) Optional: Hoon & Tolley (2013)	
4	9/18	<ul style="list-style-type: none"> <li>Mealtime Skills</li> <li>Assistive Technology: Guest speaker TBA</li> </ul>	OSS: Chapter 12 Desch (2013) Barnes & Whinnery (2002)	Part 1 of Instructional Program (Student Description) due by 7:00 pm on
5	9/25	<ul style="list-style-type: none"> <li>Students with Special Health Care Needs</li> </ul>	OSS: Chapter 8 Leong et al. (2013) Optional: Zelleke et al. (2013) Optional: Liptak (2013)	First Individual Research Review due on Blackboard by 7:00 pm on 9/25 (review will be on Vaz et al., 2012 <b>OR</b> Meier et al. 2012)
6	10/2	<ul style="list-style-type: none"> <li>Students with Special Health Care Needs</li> <li>Hospital to School Transition</li> </ul>	OSS: Chapter 9 Heller & Avanti (2011)	Parts 2 and 3 of Instructional Program (Relationship to IEP and Functional Goal) due on Blackboard by 7:00 pm on 10/2
7	10/9	<ul style="list-style-type: none"> <li>Mealtime Skills: Feeding/Eating Lab (Note: Location of GMU lab TBA)</li> </ul>	OSS: Chapter 12 Kahn (2004)	Completed Midterm Evaluation Survey of Class on Blackboard
8	10/16	<ul style="list-style-type: none"> <li>Legal Issues</li> <li>Self Care Skills</li> </ul>	Obringer & Coffey (2010) Lord & McGee (2001) OSS: Chapter 13 Neef et al. (1989)	Proposed article for Second Individual Research Review due on Blackboard <b>in PDF format</b> (all pages of article) by 7:00 pm
9	10/23	<ul style="list-style-type: none"> <li>Sensory Impairments: Guest Speaker: Kimberly Avila, Vision Specialist</li> </ul>	OSS: Chapter 10 Additional Readings TBA	Part 4 of Instructional Program (Instructional Plan) due on Blackboard by 7:00 pm on 10/23
10	10/30	<ul style="list-style-type: none"> <li>Communication Skills for Students with Severe Disabilities</li> <li>Communication Skills and</li> </ul>	OSS: Chapter 11 Additional Reading TBA	Second Individual Research Review due on Blackboard by 7:00 pm

		Classroom Set Up for Students with Autism: Guest Speaker: Lauren Kravetz Bonnet, Ph.D., CCC-SLP		
11	11/6	• Physical Management: Handling and Positioning Lab (Note: Location of GMU Lab TBA)		Part 5 of Instructional Program (Summary) due on Blackboard by 7:00 pm on 11/6
12	11/13	• Collaborative Teaming • Working with Families	OSS: Chapters 1 and 2	
13	11/20	• Parenting: Guest Speakers: Melissa Ainsworth, parent of young adult with disabilities and Carolyn Ainsworth, young adult with disabilities; Additional Speaker TBA		Instructional Program (all 5 parts) <u>due on Blackboard AND TaskStream</u> by 7:00 pm on 12/4; submit to each site as one document (not 5 separate documents)
	11/27	• <b>NO CLASS: Thanksgiving Break</b> •		
14	12/4	• Future Directions		Nothing due ☺

**Additional Reading (Items starred are required. Others are optional to be used as resources)** PDF files are located on Blackboard under Readings.

\*Barnes, S. & Whinnery, K. (2002). Effects of functional mobility skills training for young students with physical disabilities. *Exceptional Children*, 68 (3), 313-324.

\*Campbell, P.H. (2011) Addressing motor disabilities. In M.E. Snell & F. Brown (Eds.). *Instruction of students with severe disabilities* (7th ed., pp. 340-376). NJ: Pearson Education, Inc.

\*Desch, L. (2013). Assistive technology. In M.L. Batshaw, Roizen, N.J., & Lotrecchiano, G.R. (Eds.) *Children with disabilities* (7th ed, pp. 641-656). Baltimore: Paul H. Brookes.

\*Heller, K. W. & Avant, M.J.T. (2011). Health care procedure considerations and individualized health care plans. *Physical Disabilities: Education and Related Service*, 30 (1), 6-29.

Hoon, A.H. & Tolley, F. (2013). Cerebral palsy. In M.L. Batshaw, Roizen, N.J., & Lotrecchiano, G.R. (Eds.) *Children with disabilities* (7th ed, pp. 423-450). Baltimore: Paul H. Brookes.

\*Kahn, M. (2004). *Oral-motor sensory activities for parents, teachers, and therapists*. Unpublished manuscript.

\*Leong, H., Carter, M. & Stephenson, J. (2013). Sensory integration therapy in Malaysia and Singapore: Sources of information and reasons for use in early intervention. *Education and Training in Autism and Developmental Disabilities*, 48 (3), 421-435.

Liptak, G.S. (2013). Neural tube defects. In M.L. Batshaw, Roizen, N.J., & Lotrecchiano, G.R. (Eds.) *Children with disabilities* (7th ed, pp.451-472). Baltimore: Paul H. Brookes.

\*Lancioni, G., Singh, N., O'Reilly, M., Oliva, D. Baccani, S. & Canevaro, A. (2002). Using simple hand-movement responses with optic microswitches with two persons with multiple disabilities. *Research and Practice for Persons with Severe Disabilities*, 27 (4), 276-279.

\*Meier, A., Fryling, M., & Wallace, M. (2012). Using high-probability foods to increase the acceptance of low-probability foods. *Journal of Applied Behavior Analysis*, 45 (1), 149-153.

\*National Research Council (2001). Public policy and legal issues. In C. Lord & J. McGee (Eds), *Educating children with autism* (pp. 175-182). Washington, DC: National Academy Press.

\*Neef, N.A., Parrish, J.M., Hannigan, K.F., Page, T.J. & Iwata, B.A. (1989). Teaching self-catheterization skills to children with neurogenic bladder complications. *Journal of Applied Behavior Analysis*, 22 (3), 237-243.

\*Obringer, S. & Coffey, K. (2010). Major case law: Individuals with physical disabilities and health impairments. *Physical Disabilities: Education and Related Services*, 29 (1), 7-18.

\*Vaz, P., Piazza, C., Stewart, V., Volkert, V. Groff, R., and Patel, M. (2012). Using a chaser to decrease packing in children with feeding disorders. *Journal of Applied Behavior Analysis*, 45 (1), 97-105.

Zelleke, T.G., Depositario-Cabacar, D.F.T., & Gaillard, W.D. (2013). Epilepsy. In M.L. Batshaw, Roizen, N.J, & Lotrecchiano, G.R. (Eds.) *Children with disabilities* (7th ed, pp.487-506). Baltimore: Paul H. Brookes.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

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 GMU 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. [See <http://cehd.gmu.edu/values/>]

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

## **TaskStream Submission**

Every GMU student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Physical Management Plan with Assistive Technology to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>