

# VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2016  
Positive Behavior Supports, 3 Credits

## Consortium Titles

- Virginia Commonwealth University: TEDU 631 Behavior Management of Students with Disabilities
- Radford University: EDSP 670 Proactive Classroom Management and PBS
- Norfolk State University: STE 516 Managing Human Behavior
- Old Dominion University: SPED 671: Positive Behavior Supports
- James Madison University: EXED 510 Systematic Behavioral Interventions
- George Mason University: EDSE 532 Positive Behavioral Support
  - EDSE 432 001 CRN: 75919, EDSE 532 001, CRN: 75590; Section 6U1, CRN 82426; Section 6V1 CRN 82427; Section 6Y1; CRN 82428

<b>Instructor:</b> Dr. Ezra Hall	<b>Meeting Dates:</b> 08/29/16 - 12/07/16
<b>Phone:</b> 304-290-4262	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> ehall25@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> Thursdays 10:00 – 12:00	<b>Instructing University:</b> JMU

***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

This course is designed to provide application and evaluation of group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills. Students will study various systematic behavioral interventions to support the behavior and learning of individuals with disabilities accessing the general education curriculum including positive behavioral supports, functional assessments of behavior, and teaching social skills. A variety of data collection procedures to inform their professional practice will be examined. Students will be able to apply evidence-based practices related to Positive Behavior Supports, assessment of challenging behaviors, and data collection to inform instructional practice and document student responses to interventions that improve behavior such that academic learning can occur.

**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) 993-3670 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

## **Field Experience Requirement (GMU Students)**

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. View the Field Experience Presentation.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

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Please indicate how your placement will be arranged.\*

I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).

I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.

I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

Fields marked with \* are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.

### **Learner Outcomes**

1. Upon completion of this course, students will be able to:
2. Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment
3. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice
4. Identify the origin and function of behavior
5. Identify and teach behaviors in educational environments that are alternatives to students’ inappropriate behaviors
6. Develop positive support plans to enhance changes in students’ academic/social/affective behavior
7. Develop schedules and routines in educational environments to enhance students’ appropriate behaviors
8. Demonstrate ability to apply behavioral research
9. Demonstrate ability to provide positive behavioral supports to students in educational environments

### **Required Textbooks**

Alberto, P. A. & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th Ed.). Upper Saddle River, NJ: Merrill.

### **Additional Readings**

Additional readings will be posted to Blackboard.

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

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for

Exceptional Children (CEC), the major special education professional organization. CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 2: Learning Environments, Standard 4: Assessment, Standard 5: Instructional Planning and Strategies, Standard 6: Professional Learning and Ethical Practice, & Standard 7: Collaboration. (Updated Fall 2014 to align with the revised CEC Standards)

### **Course Policies & Expectations**

**Policy on a Grade of Incomplete and Grade Appeals:** The “I” symbol is used to indicate incomplete work in a given course and is awarded only when a student is unable to complete course work because of illness or another equally compelling reason. Courses in which a student receives a grade of “I” must be completed by the end of the next regular semester (or following the home university’s schedule if earlier), or the grade is recorded permanently as “F.” (See your Home University Calendar for the dates by which grade changes must be reported to the Office of the Registrar.) A student seeking a grade of “I” must make that request to the relevant faculty member before the end of the semester in which that course is taking place. Please review your participating university registrar’s process in the event of a grade appeal.

**Participation:** Students are expected to attend each class and actively contribute during group work and discussions. Points are awarded for participation during each class and a record of attendance and participation will be collected by the instructor. The grading for participation is discussed further in the **Course Assignments** section.

**Students with Disabilities:** If you are a student with special needs, please inform me as soon as possible. Please make sure you are registered with the appropriate Office of Disability Services and provide me with an official letter outlining your needed accommodations. **This class includes timed quizzes, so make sure you communicate with the instructor before the first quiz if you have a plan that allows for additional time for quizzes and exams.** See the Adapted Consortium Syllabus Statements and Policies section for more information.

**Student Responsibility for Registration.** Students are responsible for registering for classes and for verifying their class schedules according to the deadlines appropriate to their participating institution. No exceptions will be made if you miss a deadline. Please review deadlines to withdraw from courses.

**Inclement weather.** Please check your email on the day of scheduled classes in the event that there has been a cancellation due to reasons other than inclement weather.

**Religious observances.** Students who feel that the observance of a religious holiday or related practice may conflict with a course meeting or scheduled assignment must contact the professor and request an excused absence. The student will still be responsible for the work missed, but will not be penalized for religious observances. All requests for such excuses must be made within the first week of the semester.

### **Student Requirements**

**Late Assignments.** You are expected to submit assignments on the established due dates, and you are expected to take quizzes at the scheduled times. Late or incomplete submissions of work will result in a deduction of 20% of the possible total points for that assignment (1/5 of the points). An assignment is considered late after the posted due date and time. Any late assignment must be turned in within 48 hours after it is due to be graded. Students must email the instructor to notify of any late assignments being submitted.

**Professional Quality.** All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

All assignments must be proofed for grammatical and spelling errors prior to submission for a grade (specifically PBS Project). There will be a 5% point deduction (of received points) for an assignment with more than five grammatical and spelling errors. If you know you have problems with spelling and grammar, I recommend you use a dictionary to check your spelling and use any of the following means to check your grammar: (a) ask a friend who is a good proof reader to proof your work before turning it in for grading, or (b) consult a grammar web site (<http://www.drgrammar.org/>; <http://ccc.comnet.edu/grammar/>).

**Communication.** Feel free to contact me during office hours, by e-mail, or by phone. My Email will be checked daily on weekdays, but please be advised that it may take up to a few business days to receive a response via email. Review all assignments at least one week before they are due and ask any questions prior to beginning work. You are expected to use correct grammar, spelling, and professional writing in all e-mail and written communication, as these are critical skills for all professionals to demonstrate.

\*\*If your question is regarding course content or is an assignment clarification that is relevant to the entire class, please post it in the questions forum, where I will respond. This will allow other students to benefit from the question and response. Also, please be in the habit of checking this section first to see if your question has already been answered. However, if your question is personal (e.g., you need to schedule a make-up quiz, or your dog ate your homework), please email or call me directly (or if you are simply not comfortable asking your question in a public forum, this is fine as well).

### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Functional Behavior Assessment and Behavior Intervention Plan* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into

the following semester. Please see the *Course Assignments* section for the assignment description.

### **Grading Scale**

<u>Undergraduate Students</u>	<u>Graduate Students</u>
90-100% = A	90-100% = A
80-89% = B	80-89% = B
70-79% = C	70-79% = C
60-69% = D	<70% = F
<60% = F	

### **Course Assignments**

#### ***Study Guides (50 points)***

Study guides that accompany your reading are to be completed as designated in the syllabus. You will turn these in via the assignment submission links in Blackboard. See due dates below. **Study guides are to be submitted online to Blackboard before class begins on the assigned day.** Class starts at 7:20, so any submissions after 7:20 (including those at 7:21) on the designated day will be considered late. You should plan to complete the reading before completing the study guides and before coming to class.

#### ***Quizzes (130 points)***

Students will respond to 6 quizzes, covering the assigned readings and lecture notes. Quizzes are in the form of multiple choice, fill in the blank, short answers, and/or application questions. Much of this course is reflected in your Praxis II test (for teacher candidates), and is essential to successful classroom management. Quizzes must be taken in class at the scheduled time. No make-up quizzes will be arranged unless arrangements are made with the instructor prior to the scheduled quiz date and time (exceptions will be made in the case of emergencies). Quizzes will be administered through a Blackboard link or sent to your email through Google Forms.

**Undergraduate Differentiation** – Undergraduate students enrolled in the course will be allowed to retake three quizzes during the semester on either the Monday or Tuesday of the week following the quiz submission. Undergraduate students must give the instructor an email notification of their intent to retake a quiz after receiving their grade, but no later than midnight of the Monday following the quiz. The highest earned score on a quiz will be counted toward the grade (a lower score on a retaken quiz will not adversely affect your grade).

#### ***SWPBS Activity (20 points)***

This activity requires you to analyze school wide PBS data and make some recommendations for the school team. The project details will be posted on Blackboard. This project is due towards the end of the course, however, I recommend reading it over by at least the midpoint of the semester. **Undergraduate Differentiation** – The content of the SWPBS activity will be differentiated for the undergraduate students enrolled in the course. That is, the instructor will provide the scenario (rather than using the pbis.org application) and different questions to be answered.

#### ***Positive Behavior Support (PBS) Project (80 points)*** ***(Functional Behavior Assessment and Behavior Intervention Plan)***

Students will complete the PBS Project consisting of two parts – a functional behavior assessment and a behavior intervention plan. To complete each part of the project, students will need weekly access to a child (special education or general education) that includes a student at risk, student with a disability, or student with challenging/inappropriate behavior. This project has been designed to provide practical experience in planning and implementing positive behavioral interventions and supports.

***Participation (20 points scored 28 points possible)***

A total of two points are available for attending and participating in each of the 14 total sessions during the semester, excluding finals week. The total number of points available exceeds the total number of points counted toward your final grade (28 points are possible). This points system allows you to earn extra points for class attendance and participation that will be added to your final point total.

**PBS Project Instructions and Template:** PBS Project files are posted on Blackboard. It is the student’s responsibility to print the corresponding grading sheet and attach the sheet to each written report. A template *Microsoft® Word* document will be posted on Blackboard. Each part of the project includes directions. Download the PBS project template and grading forms from Blackboard.

**Format:** All assignments are to be typed in *Microsoft® Word* except where hand written data are collected. All the typed assignments should follow the PBS project format provided by the instructor. DO NOT change the format. You should save your work and back it up. All the assignments should be proofed for grammatical errors prior to submission for a grade.

**Resubmitting the FBA:** You have an opportunity to revise the FBA portion of the PBS project. The FBA revisions are due one session after the instructor returned your scored project. The instructor will score the revision and average the grade with your first submission. You will highlight any changes made in yellow and include the original score sheet.

**Additional Questions/Concerns:** Any student having additional questions or concerns about the course content or assignments are encouraged to contact the instructor via email, visiting during office hours, or making an appointment. Students who score below acceptable levels on any assignments will be contacted by the professor to see if additional study suggestions would be helpful. The instructor is committed to working with students to ensure that mastery of content is met; however, students are ultimately responsible for demonstrating mastery.

**Assignment Point Values**

<b>Assignments</b>	<b>Point Value</b>
Study Guides	50
Quizzes	130
Positive Behavior Support Project (FBA/BIP)	80
SWPBS Activity	20
Participation (28 possible points)	20
<b>Total Scored</b>	<b>300</b>
Total Possible	308

## Schedule

Date	Topic	Readings for this session	Assignments Due
Session 1 8/31/16	Course Introduction Overview of Clinical Placements & PBS Project Manifestation Determinations		
Session 2 9/7/16	Applied Behavior Analysis and Responsible Use of ABA Procedures	Text Ch. 1 and Ch. 2	Study Guide 1
Session 3 9/14/16	Positive Behavior Supports Review Session	Gregor (2008) The Building Blocks of Positive Behavior	Study Guide 2
Session 4 9/21/16	<b>Quiz 1 (ABA and PBS)</b> Functional Behavior Assessment Part 1	Text Ch. 7	Study Guide 3
Session 5 9/28/16	Functional Behavior Assessment Part 2 Review Session	Text Ch. 3	Study Guide 4
Session 6 10/5/16	<b>Quiz 2 (FBA)</b> Writing Behavioral Objectives Self-Management	Text Ch. 12	Study Guide 5
Session 7 10/12/16	Data Collection, Graphing, & Data Analysis	Text Ch. 4 & 5	Study Guide 6
Session 8 10/19/16	Strategies for Increasing Behavior <i>**Excel Work Session</i> Review Session	Text Ch. 8	Study Guide 7
Session 9 10/26/16	<b>Quiz 3 (Data Collection &amp; Analysis, Graphing, Behavioral Objectives &amp; Self-Management)</b> Strategies for Increasing Appropriate Behavior and Decreasing Problem Behavior Review Session	Text Ch. 9	<b>FBA due</b> Study Guide 8
Session 10 11/2/16	<b>Quiz 4 (Strategies for Increasing and Decreasing Behavior)</b> Stimulus Control & Shaping Review Session	Text Ch. 10	Study Guide 9
Session 11 11/9/16	<b>Quiz 5 (Stimulus Control &amp; Shaping)</b> Academic Interventions Classroom Rules and Organization	Heward & Wood (2009) Choral Responding Heward (2009) Response Cards	Study Guide 10
Session 12 11/16/16	School Wide PBS Tier 2 Interventions	Anderson & Borgmeier Tier II Interventions	
Week of Thanksgiving – No class on 11/23/16			
Session 13 11/30/16	Specific Tier II Intervention Examples Review Session	Lewis & Sugia (1999) Effective Behavior Support	<b>BIP Due</b>
Session 14 12/7/16	<b>Quiz 6 (Academic Interventions, Classroom Rules &amp; Organization, &amp; School Wide PBS)</b>		SWPBS Activity Due



## **ADAPTED 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 may be asked 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).

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)

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

### Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. 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>

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

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

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

### Inclement Weather

If classes are cancelled at the teaching 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, visit the teaching university’s website. 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. 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 expected to have an active university 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> under the **COURSES** tab.

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.

### Blackboard Access and Non-Mason Students

Beginning in Fall 2016 NON GMU students will be required to activate and use their GMU login credentials to access Blackboard. Students should have received an email with activation directions from either the GMU registrar's office or Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome at [mkinas@gmu.edu](mailto:mkinas@gmu.edu).

### GMU Email and Non-Mason Students

Beginning in Fall 2016, NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default, all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

### Remote Site Student

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, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstances) OR have a documented medical need.** In addition, there are several technology and procedural requirements that are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

### Course Facilitators

Each site 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).

### 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 through the assignment submission link). You may direct your questions about Blackboard to Marci Kinan Jerome (mkinan@gmu.edu). She will be the best resource.

### Remote Site Viewing

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 the specific class.

Student 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:

- Transition: <http://webcon.gmu.edu/transition/>
- Reading: <http://webcon.gmu.edu/reading/>
- Characteristics: <http://webcon.gmu.edu/characteristics/>
- Teaching Strategies: <http://webcon.gmu.edu/teaching/>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>
- Communication: <https://webcon.gmu.edu/communication>
- Collaborative Teamwork: <https://webcon.gmu.edu/teamwork>
- Positive Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>

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.

### **Policies and Resources for GMU Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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/>]