George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 777 -Section DL1 - Research to Practice

3 Credits, Fall 2020
Wednesdays/7:20 - 10 pm, Online
Synchronous -Aug. 26 - Dec. 9, 2020

Faculty

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Prerequisites/Corequisites:

Required Prerequisite: EDCI 792, 793 or 794 for licensure candidates (completion of all other program requirements)
Recommended Corequisite: EDCI 776

University Catalog Course Description
Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts.   Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Course Overview
Teachers are often encouraged to implement **research-based practices**, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are *consumers and/or objects* of research, rather than *producers* of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of **teacher research**. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with teacher research (i.e., research conducted by teachers for professional purposes), and developing an inquiry stance. Teacher research positions teachers as *producers* of knowledge—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This course is designed to provide teachers with incentives for trying out instructional innovations and tools that help them reflect on what works in their teaching. Teachers will conceptualize and design an original research

project for their own students, being intentional and systematic in determining the effectiveness of their teaching.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Zoom, WebEx, Blackboard Collaborate Ultra, and the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Aug. 26.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with Zoom, WebEx, or the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable candidates to:

1. Formulate an action research question that is relevant to their work setting;

2. Review research and prepare a literature review in support of the research question;

3. Design assessments for collecting data on the impact of a teaching intervention;

4. Use action research as a foundation for professional development, improvement of instruction, and advocacy for students; and

5. Identify strategies for sharing the results of action research.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Teachers of English to Speakers of Other Languages (TESOL) Standards

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners (ELLs) acquire academic language and literacies specific to various content areas.

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION
Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

STANDARD 4: ASSESSMENT AND EVALUATION   Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

ACTFL Standards

STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs
Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

STANDARD 4: Integration of Standards in Planning and Instruction
Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics
Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Required Text

Putman, S. M. & T. Rock. (2018). *Action research: Using strategic inquiry to improve teaching and learning.* Los Angeles, CA: SAGE.

Recommended Texts

Grahn, L. and D. McAlpine. (2017). *The keys to strategies for language instruction*.
	Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

 Short, D., H. Becker, N. Cloud, A.B. Hellman, L. N. Levine. (2018). *The 6 principles for exemplary teaching of English learners, grades K – 12.* Alexandria, VA: TESOL International Assn.

Online Resources

Blackboard
- Sample Action Research Projects
- Outlines for writing up each stage of the AR Process
- Collaborate Ultra – virtual office hours & team meetings

Putman/Rock Book: http://edge.sagepub.com/putman
- Video & Multimedia Clips, including short presentations from actual Action Researchers
- 2 Teachers' Journeys – examples at each stage of the Action Research process following the same two teachers and their projects in every chapter
- Voices from the field – messages from other teacher researchers on how they moved through the process
- Charts, templates, and checklists for planning each stage of the AR process
- Chapter Resources – e-Flashcards (terminology), self-quizzes, additional web resources, selected journal articles on Action Research

Teacher Research Websites

http://www.accessexcellence.org/LC/TL/AR/   (teacher research)
http://teachersnetwork.org/tnli/research/ (teacher research)
http://www.nea.org/tools/17289.htm (a Fairfax Co. teacher on her research experience)
http://carn.org.uk/?from=carnnew/ (international teacher research)
http://www.practicalteacherresearch.com/current-issue.html (Journal of Teacher Action Research)

More Action Research Resources

Each starred (*) textbook below contains at least 2 sample Action Research reports.

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. *(contains lots of sample
        data collection tools & data analysis display formats)*

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3rd ed.*
        Thousand Oaks, CA: Corwin Press.

*Hendricks, C. (2016). 4th ed. *Improving schools through action research.* Columbus, OH: Pearson.

*Johnson, A. P. (2011). 4th ed. *A short guide to action research.* Boston: Pearson.

McNiff, J. (2017). *Action research*. London: Sage Ltd.

*Mertler, C. A. (2019). *Action research: Improving schools and empowering educators. 6th Ed*.   Los
Angeles: Sage.

*Mills, G. E. (2017). 6th ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ:
        Pearson.

*Bradbury-Huang, H. (2015). The *SAGE handbook of action research: Participative inquiry & practice*.
        London: Sage Ltd.

 Sagor, R.D. & C. Williams. (2017). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.

Course Performance Evaluation

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

Due Dates & Submitting Assignments to Blackboard

- Upload **Steps 1 – 4** and the **Research Proposal** under *ASSESSMENTS by 11:59 pm of the due date indicated on the class schedule. Upload FINAL versions that are READY TO BE GRADED – not drafts for feedback (in face-to-face courses, bring a paper copy to class on the due date).*
- *__Assignments__ are due before the start of the following class session; upload to ASSIGNMENTS on Bbd.*
- *__Discussion Board__ postings are due before the start of the following class session or by the dates indicated on DB; upload to Discussion Board.*

Submission Requirements

Written assignments will be submitted to Blackboard by the specified deadline. Only Word documents will be accepted for work generated by each candidate. These should be typed in 12-point font, double-spaced with one-inch margins. No cell phone or other photo images of required documents will be accepted.

Resubmission Policy: Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

File-Naming Protocol

In this course, please name each electronic file submitted for feedback, for a score or for a grade using the following protocol:

YOUR LAST NAME_FIRST INITIAL_Assignment Title_mmddyy (*monthdayyear submitted*)

REYES_M_LPA Proj_091520 (*abbreviate the title*)

Assignments

Assignment	% of Grade	Standards Addressed
Step 1	15%	TESOL 1, 3; ACTFL 3, 4
Step 2	15%	TESOL 1, 3; ACTFL 3, 4
Step 3	10%	TESOL 1, 3, 4; ACTFL 4, 5
Step 4	15%	
Research Proposal	25%	TESOL 3, 4; ACTFL 4, 5
Discussion Board & Assignments	20%	TESOL 5; ACTFL 6

Assignment Descriptions

Action Research Proposal, Steps 1 – 4

Candidates will design an *action research proposal* that is relevant to their present or future teaching positions. You will determine the learning needs of a group of target students and identify a teaching intervention (an evidence-based teaching approach) that has a high likelihood of improving their learning, write a literature review and draft a proposal for this project. You will describe how you plan to share the results of your study with other teachers.

Both pre- and in-service teachers must complete the project. It is possible to partner with another candidate (maximum three per team) for the purpose of sharing data and getting feedback on a common topic. The data you plan to collect will depend on your research question, the teaching intervention, and the students. Data sources for this project may include combinations of the following:

1) quantitative analyses – test scores, survey results
2) qualitative analysis – non-numeric data such as interviews & teacher observation notes
3) student work samples - pre- and post-tests, writing samples, audio or video samples
4) visual representations - PowerPoints, images or photos of the classroom

Each step of the research process will be submitted for a separate score as indicated below in order to make the process manageable for you. This type of scaffolding supports formative assessment and allows the instructor to provide you with actionable feedback to help improve your understanding of each step.

Step 1 – Identifying the Learners' Needs & Your Teaching Improvement Goals

Describe the learning context, the level of language proficiency of the learners, and their priority learning needs. Indicate your role as current or future teacher and total contact hours per week with students. Identify at least three teaching skills that you would like to improve in order to become a more effective teacher and to increase student learning.

Step 2 - Literature Review

Write a review of research that informs and justifies the selection of evidence-based teaching interventions to address the identified priority learning needs of your students and move you a step closer to your professional development goal.

Step 3 – Research Question

After identifying the students' learning needs and your own professional development goals, identify one teaching intervention to address both learning needs and professional goals. Formulate a research question that addresses one evidence-based teaching intervention.

Step 4: Data Collection Plan

Describe how you plan to implement your teaching intervention and with whom, identify multiple sources of evidence of learning and formulate a data collection plan, including assessments of student learning based on your teaching intervention.

Action Research Proposal

Prepare a synthesis of Steps 1 – 4 combined for a complete action research proposal. Describe how you plan to implement your research and analyze the assessment data. Propose how you plan to share your research with teacher colleagues.

Discussion Board & Assignments

You will be responsible for providing critical and constructive peer feedback to others in an assigned small group online. You will be given specific questions to respond to and a deadline by which to provide your feedback. You will also complete assignments (exercises, proposal templates) to determine your understanding of the readings and for formative feedback.

See course textbook and Blackboard for detailed instructions on each step of the action research process.

Other Requirements

Attendance and Active Participation

Active participation is expected of each candidate during each class session. You are expected to <u>arrive to each session on time and contribute to the activities and discussions</u> by <u>critically analyzing issues, asking questions, or making observations</u> that indicate your thorough preparation for the class. You are responsible for all assigned coursework and readings.

In online sessions<u>, being completely attentive in the moment (*100% attention*), listening and taking notes during lectures and peer presentations, and participating in whole class and small group discussions</u> are clear indicators of your active participation.

Candidates are expected to participate in **all** online discussions. Not participating in an online discussion will be reflected as an absence. **Candidates with more than two absences will not receive credit for the course.**

Please send the instructor an email explaining any planned absence PRIOR to the class session and as soon as possible in the event of an emergency. It is your responsibility to obtain any materials distributed in any session you may have missed. Repeated tardiness is to be avoided.

LAPTOP/CELL PHONE POLICY

Laptop use in online courses is to be expected, but please limit their use to accessing live class sessions and Blackboard, Zoom, or WebEx. Please refrain from using laptops and cell phones to engage in non-class related

tasks (such as checking email) during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phone use is not allowed during instructor, guest, or peer presentations, and cell phones must be turned off or silenced (not on *Vibrate*) during class sessions (unless they are being used for accessing the class session). Ask the instructor if you have an emergency request.

GRADING

George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Grading 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Additional Note on Grading: Each instructor's grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

Honor Code & Integrity of Work : TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously, and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);

2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);

3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

4. See our class Blackboard web site for more information on how to avoid plagiarism.

Late Work Policy

All work is expected to be of high quality (produced electronically as a Word document or PowerPoint file) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve late/makeup work.*

Course Withdrawal with Dean Approval

Withdrawal from a course after the last day for dropping that course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing but who are unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an Incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Week # & Date	Topics	Readings to be discussed this week
1 8/26	What is Action Research? Steps in the Action Research process. Identifying possible research topics. Course requirements. **Disc. Bd – Self-Intro.**	*Putman & Rock, Ch. 1* P. 23, Exercise #2 or 3
2 9/2	Identifying and narrowing down a research topic. Developing the research question. *Sample Action Research Project A.*	*P & R, Ch. 2* P. 42-43, Ex. #3
3 9/9	Selecting your research topic. **Disc. Bd – Proposing your topic.** **Due today: Step 1 – Learners' Needs & Tchg Improvemt Goals**	*P & R, Ch. 2*
4 9/16	Creating a literature review. Reviewing the literature, synthesizing the information, and organizing your literature review. **Disc. Bd – See Ex. 1.**	*P & R, Ch. 3* P. 68, Ex. #1 (Disc. Bd.) AR Proposal Form
5 9/23	Evidence-based teaching interventions. Reviewing your research sources. Writing your literature review. **Disc. Bd – Lit Review Sources**	*P & R, Ch. 3*
6 9/30	Developing a research plan. Qualitative, quantitative, & mixed methods research. Determining data collection tools. Triangulation matrix. Ethical considerations. Drafting a research proposal. *Sample Action Research Project B.* **Due today: Step 2 – Literature Review**	*P & R, Ch. 4* P. 96, Ex. # 1
7 10/7	Developing a data collection plan. Validity & Reliability. Data sources - qualitative & quantitative data collection techniques. Formative & summative classroom assessments. *Work Session.*	*P & R, Ch. 5* P. 124, Fig. 5.9 Ex. #1
8 10/14	Designing rubrics, rating scales, and other data collection tools. *Work Session. Meetings with course instructor.*	*Folder on Bboard* Rubric draft
9 10/21	Revising Data Collection Tools. Creating a timeline. *Group & Individual Conferences.* **Disc. Bd – Assmt. Tool Feedback** **Due today: Step 3 – Research Question**	*P & R, Ch. 5, Pgs. 117 - 20, 125, 148*
10 10/28	*Reviewing Data Collection Tools. Group & Individual Conferences.*	
11 11/4	Data analysis. Organizing data for analysis. Finding patterns in the data. Descriptive statistics. *Work Session.*	*P & R, Ch. 6* Pp. 149 -150, Fig. 6.7
12 11/11	Organizing Data Results. Data tables. Data analysis – Interpreting the data. Reporting the data. *USING EXCEL to analyze your data.* **Due Today: Step 4 – Data Collection Plan**	*P & R, Ch. 6* *Examples on Bbd*

13	11/18	Reflecting on results of Action Research - developing an Action Plan. Comparing results to literature review findings. ***Disc. Bd. – See Ex. #2.***	*P & R, Ch. 7* P. 158 – Note-Able Thoughts P. 164, Fig. 7.1 P. 169, Ex. #2- Disc. Bd.
14	11/25	**NO CLASS – THANKSGIVING HOLIDAY**	
15	12/2	Sharing your Action Research. Writing conference proposals & making professional presentations. Celebrating your action research journey. *Individual Conferences.* ***Course Evaluation Forms. Feedback Forms. Materials Release Forms.*** ***Due Dec. 9 – Action Research Proposal***	*P & R, Ch. 8* P. 177, Table 8.1 P. 184, Figs. 8.3, 8.4 Conf. Prop. Forms on Bbd

Note: *Faculty reserves the right to alter the schedule as necessary, with notification to students. Discussion Board & Assignments may be added as the semester progresses – see Blackboard for updates.*

Examples of action research projects are presented in our course textbook and on the author's website, as well as in the books listed on P. 6 of this syllabus.

In addition, the course instructor will make available to you on Blackboard sample projects written by previous students in this course.

Resubmission Policy: *Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback cannot be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.*

File-naming Protocol: When sending or submitting any draft files or other materials electronically (e.g., email or Blackboard), please ensure that the filename includes your last name and first initial, the topic or name of the file being submitted, and the date submitted as follows:

        MartinezL_ARStep 1_Sept 9.2020

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/