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George Mason University
College of Education and Human Development
Early Childhood Education

ECED 501.603/604 Developmental Pathways of Diverse Learners, Birth-Adolescence
3 Credits, Summer 2022
5/23/2022–7/9/2022, Bisynchronous Online
Synchronous Online Meetings: Tuesdays/ 5:00–7:40 pm (5/24, 5/31, 6/7, 6/14, 6/21, 6/28, 7/5)

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Prerequisites/Corequisites
None

University Catalog Course Description
Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via 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 May 23, 2022.

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#testeddevi
- ces-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 will need a headset microphone for use with 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: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- 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 4 times per week.
- 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 or Objectives
This course is designed to enable students to do the following:
1. Describe the physical, social, emotional, speech and language, and intellectual development of diverse learners from birth through adolescence and explain how to use these understandings to guide learning experiences and relate meaningfully to students.
2. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, ability, and socioeconomically diverse children and their families, including children with economic, social, racial, ethnic, religious, physical, and intellectual differences.
3. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.
4. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental disabilities, developmental issues, and atypical development across the physical, social, emotional, speech and language, and intellectual domains.
5. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.
6. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
7. Observe and describe overall development in the physical, intellectual, speech and language, social, and emotional domains as it occurs in natural environments and through play.
8. Explain how research is currently documenting children's development across time.
9. Exhibit standards of professionalism, ethical standards, and personal integrity in interactions with classmates, the instructor, and others.
10. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

Virginia Professional Studies Competencies
Human Growth and Development (Birth Through Adolescence)

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Lightfoot, C., Cole, M., & Cole. S. (2018). *The development of children* (8th ed.). Worth. ISBN: 9781464178863

Resource Articles

Bianco, F., Lombardi, E., Massaro, D., Castelli, I., Valle, A., Marchetti, A., & Lecce, S. (2019). Enhancing advanced theory of mind skills in primary school: A training study with 7-to 8-year-old. *Infant and Child Development, 28*(6), 1-16. doi:10.1002/icd.2155

Brink, K. A., Gray, K., & Wellman, H. M. (2019). Creepiness creeps in: Uncanny valley feelings are acquired in childhood. *Child Development, 90,* 1202-1214. doi:10.1111/cdev.12999

Burns-Nader, S., Scofield, J., & Jones, C. (2019). The role of shape and specificity in young children's object substitution. *Infant and Child Development, 28*(2), 1-18. doi:10.1002/icd.2124

Dillman, J., Gehb, G., Peterlein, C., & Schwarzer, G. (2019). Joint visual attention and locomotor experience: A longitudinal study of infants with treated idiopathic clubfoot. *Infant and Child Development, 28*(2), 1-15. doi: 10.1002/icd.2118

Forma, V., Anderson, D. I., Provasi, J., Soyez, E., Martial, M., Huet, V., Granjon, L., Goffinet, F., & Barbu-Roth, M. (2019). What does prone skateboarding in the newborn tell us about ontogeny of human locomotion? *Child Development, 90*, 1286-1302. doi:10.1111/cdev.13251

Gámez, P. B., Griskell, H. L., Sobrevilla, Y. N., & Vazquez, M. (2019). Dual language and English-only learners' expressive and receptive language skills and exposure to peers' language. *Child Development, 90*, 471-479. doi:10.1111/cdev.13197

Leach, J., Howe, N., & DeHart, G. (2019). "Let's make a place where giants live!": Children's communication during play with siblings and friends from early to middle childhood. *Infant and Child Development, 28*(6), 1-17. doi: 10.1002/icd.2156

Li, Z., Liu, S., Hartman, S., & Belsky, J. (2018). Interactive effects of early-life income harshness and unpredictability on children's socioemotional and academic functioning in kindergarten and adolescence. *Developmental Psychology, 54*(11), 2101-2112. doi: 10.1037/dev0000601

Liu et al. (2019). The unique role of father-child numeracy activities in number competence of very young Chinese children. *Infant and Child Development, 28*(4), 1-16. doi: 10.1002/icd.2135

McCoy, D. C., Jones, S., Roy, A., & Raver, C. C. (2018). Classifying trajectories of social–emotional difficulties through elementary school: Impacts of the Chicago School Readiness Project. *Developmental Psychology*, *54*(4), 772.

Moser, T., Reikerås, E., & Egil Tønnessen, F. (2018). Development of motor-life-skills: variations in children at risk for motor difficulties from the toddler age to preschool age. *European Journal of Special Needs Education*, *33*(1), 118-133.

Nelson, T. D., James, T. D., Hankey, M., Nelson, J. M., Lundahl, A., & Espy, K. A. (2017). Early executive control and risk for overweight and obesity in elementary school. *Child Neuropsychology*, *23*(8), 994-1002.

Petrenko, A., Kanya, M., Rosinski, L., McKay, E. R., & Bridgett, D. J. (2019). Effects of infant negative affect and contextual factors on infant regulatory capacity: The moderating role of infant sex. *Infant and Child Development, 28(6),* 1-18. doi: 10.1002/icd.2157

Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The impact of early social interactions on later language development in Spanish–English bilingual infants. *Child Development*, *88*(4), 1216-1234.

Shuwairi, S. M. (2019). Haptic exploration of depicted and real objects by 9-month-old infants. *Infant and Child Development, 28*(2), 1-18. doi:10.1002/icd.2125

St. John, A. M., & Tarullo, A. R. (2019). Neighbourhood chaos moderates the association of socioeconomic status and child executive functioning. *Infant and Child Development, 28*(6), 1-19. doi: 10.1002/icd.2153

See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC), and the National Association for Gifted Children (NACG).

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

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

Assignments	Due Date	Points
Attendance and Participation	Ongoing	**25**
• Attendance and Participation	July 5	
Considering Developmental Theories	June 4	**9**
Annotated Articles		**15**
• Infant/Toddler	June 7	5
• Preschool/Early Childhood	June 14	5
• Early Elementary/Middle Childhood	June 21	5
Developmental Milestones		**21**
• Infant/Toddler	June 11	7
• Preschool/Early Childhood	June 18	7
• Early Elementary/Middle Childhood	June 25	7
Multiple Influences on Young Children's Development Paper	July 2	**10**
Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary	July 2	**15**
Adolescent Development and Development of Gifted Students Activity	July 5	**5**
TOTAL		**100**

- **Assignments and/or Examinations**

Considering Developmental Theories Paper (9 points)
In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of a developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social

learning theories, information-processing theories, and systems theories. Students will compose a two-page summary of capturing the key tenants of developmental theory and how it relates to children's developmental progression.

Students will select or be assigned one perspective and provide a summary of the following:
- Important theorists associated with the paradigm
- Key tenets of the theory
- How theory explains cultural differences that are apparent in development
- How theory explains variation in development, including disabilities
- Weaknesses and strengths of theory
- The impact of the theory on education

Students may select or be assigned one of the following theories:
- Erikson
- Vygotsky
- Piaget
- Behaviorism
  - Operant conditioning
  - Classical conditioning
- Bronfenbrenner

Students will demonstrate accurate knowledge of APA formatting within the paper and begin to engage with professional journals for early childhood educators. Accordingly, students will find one article from *Young Children* and one article from *Young Exceptional Children* (total of two articles) that provides complementary information related to the specific developmental theory. Information from each article will be briefly included in the two-page summary and show evidence of appropriate APA citations for different writing practices including summarizing with in-text citations and using direct quotes with in-text citations.

Article Annotations (15 points, 5 points each)
Students will explain how research is currently documenting children's development across time. Students will read and annotate three articles. The articles reviewed and prepared for presentation will be provided to students by the course instructor. Annotations will include a brief discussion of the primary research question(s), participants, methods, findings, and conclusions. Students will use the annotation template to document essential elements of the research article and present their annotation to a small discussion group.

Infant /Toddler (Birth-30 months)	Preschool / Pre-kindergarten (30-60 months)	Early Elementary K-3
Physical – Dillman et al. (2019) Physical – Forma et al. (2019) Intellectual – Shuwairi et al. (2019)	Physical – Moser et al. (2018) Intellectual – Liu et al. (2019) Intellectual – Burns-Nader et al. (2019) Social-emotional – St. John et al. (2019)	Physical – Nelson et al. (2017) Intellectual – Bianco et al. (2019). Intellectual – Brink et al. (2019)

Social-Emotional – Petrenko et al. (2019)	Social-emotional – Li et al. (2018)	Social-emotional – McCoy et al. (2018)
Linguistic – Ramirez-Esparza et al. (2017)	Linguistic – Leach et al. (2019)	Linguistic – Gámez et al. (2019)

Developmental Milestones (21 points, 7 points each)
Students will prepare a milestone reference document for infant/toddler (6 months), preschool/early childhood (3 years), and early elementary/middle childhood (8 years). Students will identify the major milestones for each of the following domains: physical, social and emotional, speech and language acquisition, and intellectual/cognitive development. Students will identify typical developmental progressions. Students will use the course text as the primary resource for this project. Articles and in-class discussions and resources may also be used to enhance the milestones document. The majority of information presented needs to come from the textbook or other specific course materials – not web-based resources. Students should see Blackboard for detailed instructions.

Students will also highlight a specific developmental theory for each of the milestone charts prepared as outlined below.
- Piaget-infant/toddler
- Vygotsky-preschool/prekindergarten
- Erikson-primary
- Behaviorism: Operant conditioning (Skinner)/Classical conditioning (any of the 3 age levels)

Multiple Influences on Young Children's Development Paper (10 points)
To demonstrate an understanding of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequalities. Students will develop a five- to seven-page paper that describes how the following factors may impact child development and learning:
- Family/Family Structure
- Socioeconomic Status
- Language and Culture
- School
- Community
- Social Inequities

Students will include a connection to Bronfenbrenner's Ecological Systems Theory to support their analysis. Students will use in-text citations from the textbook, class lectures, and at least three professional/peer-reviewed articles, book chapters, reports, etc. to support their discussions. Students will include a reference list in APA style.

Adolescent Development and Development of Gifted Students Assignment (5 points)
Using a popular film about adolescents, students will complete a graphic organizer that shows their understanding of (a) adolescent development and (b) the development of gifted students

through adolescence, including developmental issues related to gifted education and the use of multiple criteria to identify gifted students.

Case Study Analysis (15 points)
To demonstrate an understanding of the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Students will develop an analysis with four to six pages of text (plus the title and reference pages) on a video case study randomly assigned from one of three age groups: Infant/Toddler, Preschool, or Early Elementary. They will view the video and then write a paper that discusses the children's unique characteristics and needs, and describes at least one developmental theory that supports their analysis of the video vignette.

Part A: Students will describe the child's unique characteristics and needs in relation to relevant developmental milestones. They will cite specific examples observed in the video cases and support their assertions with current research from the course textbook and/or other course materials, which may be supplemented by information from external scholarly sources. They will discuss each of the following areas:
- Physical Development,
- Intellectual development,
- Social and Emotional Development, and
- Speech and Language Development.

Part B: For the case study analysis, students will also identify and discuss one major developmental theory that supports their analysis of the video vignette. These include psychodynamic theory (Freud), psychodynamic theory (Erikson), behaviorist theory (classical conditioning), behaviorist theory (operant conditioning), Piaget's constructive theory, Vygotsky's sociocultural theory, evolutionary theory, social learning theory, information processing theory, and ecological systems theory. Students will explain how the developmental theory informs educators' understanding of the child's development.

Students will use the course textbook and/or other course materials, which may be supplemented by information from external scholarly sources. Students will use in-text citations and include a reference list formatted in APA style.

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in online activities will be evaluated based on the following criteria:
- Students complete readings and online content as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c)

completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
Incomplete (IN): At the student's request, this grade may be given to a student who is passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/.

Course Schedule

Module	Topics	Assignments & Readings Due
Week 1 May 23-29 Sync Class May 24 5:00-7:40pm (see Bb for Zoom link)	Introductions Syllabus and Assignments Review Studying Human Development • Historical beliefs • Grand and modern theories of development • Methods to study development Biological and Cultural Foundations of Development • Development in the context of culture • Development in the context of family • Biological/physical/medical factors that contribute to development Prenatal Development and Birth • The prenatal period • Maternal conditions and teratogens • Etiology of developmental disorders • The newborn	Lightfoot et al., Chapter 1, 2, 3 DEC Position Statement: *Low Birth Weight, Prematurity, and Early Intervention*
Week 2 May 31-June 5 Sync Class May 31 5:00-7:40pm (see Bb for Zoom link)	Family, Cultural, and Community Contexts of Development • Parenting and development • Communities and culture influence on development • The role of media on early development	**Due to Bb by 6/4 – Considering Developmental Theories**

Module	Topics	Assignments & Readings Due
Week 3 June 6-12 Sync Class Jun 7 5:00-7:40pm (see Bb for Zoom link)	Infancy: The First Three Months • Brain development • Theories of early development Infancy: Physical and Cognitive/Intellectual Development • Physical growth and brain development • Fine and gross motor development • Cognitive/intellectual development • Attention and memory • Selecting appropriate resources Infancy: Social and Emotional Development • Infant emotions • Relationships • Communication • Guide learning experiences	Lightfoot et al., Chapter 4, 5, 6 **Due to Bb by 6/7 – Article Annotation 1: Infant/Toddler** **Due to Bb by 6/11 – Developmental Milestones: Infant/Toddler**
Week 4 June 13-19 Sync Class Jun 14 5:00-7:40pm (see Bb for Zoom link)	Early Childhood: Physical and Cognitive/Intellectual Development • Theories of development • Physical growth and health • Fine and gross motor development • Cognitive/intellectual development, including students with disabilities/disorders and those who are gifted Early Childhood: Speech and Language Acquisition • Phonological, semantic, grammar, and pragmatic development • Theories of language acquisition Early Childhood: Social and Emotional Development • Identity and moral development • Developmentally appropriate expectations for self-regulation and behavior • Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted	Lightfoot et al., Chapter 7, 8, 9 NAGC Position Statement: *Redefining Giftedness for a New Century: Shifting the Paradigm* NAGC Position Statement: *Nurturing Social and Emotional Development of Gifted Children* **Due to Bb by 6/14 – Article Annotation 2: Preschool/Early Childhood** **Due to Bb by 6/18 – Developmental Milestones: Preschool/Early Childhood**

Module	Topics	Assignments & Readings Due
Week 5 June 20-26 Sync Class Jun 21 5:00-7:40pm (see Bb for Zoom link)	Middle Childhood: School as a Context for Development - School readiness - Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools Middle Childhood: Physical and Cognitive/Intellectual Development - Theories of development - Individual differences, including disabilities/disorders and giftedness - Using multiple criteria to identify gifted students, including measuring IQ Middle Childhood: Social & Emotional Development - Theories of development - Moral development - Parental and peer influence	Lightfoot et al., Chapter 10, 11, 12 NAGC Position Statement: *Identifying and Serving Culturally and Linguistically Diverse Gifted Students* **Due to Bb by 6/21 – Article Annotation 3: Early Elementary/Middle Childhood** **Due to Bb by 6/25 – Developmental Milestones: Early Elementary/Middle Childhood**
Week 6 June 27-July 3 Sync Class Jun 28 5:00-7:40pm (see Bb for Zoom link)	Applying Development to Learning Experiences - Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families - Selecting culturally and linguistically appropriate resources - Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted	NAEYC Position Statement: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* **Due to Bb by 7/2 – Multiple Influences on Young Children's Development Paper** **Due to Bb by 7/2 – Case Study Analysis**

Module	Topics	Assignments & Readings Due
Week 7 July 4-9 Sync Class Jul 5 5:00-7:40pm (see Bb for Zoom link)	Adolescence: Physical and Cognitive/Intellectual Development • Theories of development • Puberty and physical development • Moral development Adolescence: Social and Emotional Development • Regulating emotions • Parent and peer relationships • Identity	Lightfoot et al., Chapters 13, 14, 15 **Due to Bb by 7/5 – Adolescent and Gifted Development Assignment** **Due to Bb by 7/5 – Attendance & Participation Self-Evaluation**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 http://ds.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment 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 or support measures 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: http://cehd.gmu.edu.