

George Mason University
College of Education and Human Development
Early Childhood Education for Diverse Learners

ECED 502.002 Foundations of Language and Literacy for Diverse Prekindergarten and
Kindergarten Learners
3 Credits, Spring 2023, In-person
1/23/2023-5/17/2023, Wednesdays/ 4:30-7:10 pm
Enterprise 173, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines complexity of language acquisition and literacy development of diverse young learners. Emphasizes language acquisition, reading, and writing in prekindergarten and kindergarten contexts. Focuses on evidence-based assessment and instructional practices that promote prekindergarten and kindergarten children's language and literacy development. Explores social, cultural, affective, cognitive, and educational factors that play a role in language acquisition and literacy learning. Notes: Field experience required.

Course Delivery Method

This course will be delivered using a lecture/discussion format and Blackboard (Bb).

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the complex nature of language acquisition as a precursor to literacy and the typical and atypical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction) with a focus on the language development of diverse prekindergarten and kindergarten learners.
2. Identify and describe (a) specific language-based conditions, such as dyslexia, dysgraphia, dyscalculia, and auditory processing disorders; (b) at-risk learning-related issues due to attention deficit disorders; and (c) the effects of disabling and at-risk conditions on young children, including on dual language and English learners' language acquisition.
3. Identify and discuss intervention methods to promote speech and language development and literacy (reading and writing) development in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.

4. Identify and describe effective, evidence-based, culturally responsive assessment and instructional strategies and materials, including explicit instruction, differentiated instruction, flexible grouping, and the use of technologies, to promote diverse prekindergarten and kindergarten learners' development in the following areas:
 - a. Oral Language for Diverse Prekindergarten and Kindergarten Learners
 - speaking and listening
 - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
 - learning of standard English by speakers of other languages and dialects
 - creative thinking and expression, including storytelling, drama, choral and oral reading
 - b. Reading and Literature Appreciation for Diverse Prekindergarten and Kindergarten Learners
 - phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming
 - concepts of print
 - phonics, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
 - fluency
 - vocabulary and concept development
 - structure of the English language, including an understanding of syntax
 - listening and reading comprehension strategies across content areas, including fiction and nonfiction text predicting, retelling, summarizing, and making connections with and beyond the text
 - appreciation of a variety of literature, including fiction and nonfiction texts
 - independent reading, including selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels
 - visual literacy, including viewing, interpreting, analyzing, and representing information and concepts in visual form with or without the spoken or written word
 - c. Writing for Diverse Prekindergarten and Kindergarten Learners
 - composing, including imaginative writing
 - written expression
 - usage and mechanics
 - spelling, including stages of development, generalization of spelling study to writing, systematic spelling instruction, and purposes and limitations of invented spelling
 - handwriting
 - writing processes, including planning, drafting, revising, editing, and publishing
 - writing and drawing for a variety of purposes and in a variety of modes, including narrative, descriptive, persuasive, and explanative
 - d. Technology for Diverse Prekindergarten and Kindergarten Learners
 - using technology for process and product work with reading and writing, to communicate, and to learn
5. Plan, implement, and reflect on evidence-based, culturally responsive assessment and

instruction that (a) recognizes the reciprocal nature of reading and writing; (b) promotes oral language (speaking and listening), reading, and writing in diverse prekindergarten and kindergarten learners; and (c) uses knowledge of how standards provide the core for teaching English to support prekindergarten and kindergarten learners' achievement of the *Virginia Standards of Learning in English* and *Virginia's Early Learning and Development Standards*.

6. Explain the importance of play-based learning in diverse prekindergarten and kindergarten learners' language and literacy development and describe ways to promote language and literacy development during conversation and play.
7. Adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each learner's zone of proximal development.
8. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in learners with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
9. Identify and discuss formal and informal assessment for diverse prekindergarten and kindergarten learners, including screening, diagnostic, and progress monitoring measures for (a) oral language; (b) reading, including phonemic awareness and other phonological awareness, letter recognition, vocabulary, reading levels, and comprehension; and (c) writing.
10. Discuss ways to use assessment data, including diagnostic and progress monitoring data, to inform instruction for acceleration, intervention, remediation, and differentiation.
11. Create family-friendly communications about children's linguistic competencies.
12. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
13. 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) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 Endorsement Competencies

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

Virginia Professional Studies Endorsement Competencies

Language and Literacy

Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Speech and Language Development and Intervention Methods

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods
Knowledge and Skills in English/Reading

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Schull, C. P., La Croix, L., Miller, S., Austin, K. S., & Kidd, J. K., (2021). *Early childhood literacy: Engaging and empowering emergent readers and writers, birth – age 5*. The Virtual Library of Virginia. <https://viva.pressbooks.pub/earlychildhoodliteracy/>
(Note: this book is only available as a free e-version at this website)

Paley, V. G. (1990). *The boy who would be a helicopter*. Harvard University Press.

Additional Readings will be made available on Bb

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 Dates	Points
Attendance and Participation <ul style="list-style-type: none"> • Self-Evaluation 	Ongoing May 10	25
Field Experience <ul style="list-style-type: none"> • Field Experience Placement Approval Form (prior to start of Field Experience hours) • Field Experience Documentation Form (after completion of Field Experience hours) • Field Experience Reflection Portfolio 	Feb 13 May 10 May 10	30 1 4 25
Interactive Reading and Writing Experiences Plan <ul style="list-style-type: none"> • Phase 1: Evaluate 3 potential books for read aloud • Phase 2: Read aloud lesson plan • Phase 3: Extension activities • Phase 4: Support of instructional decisions • Phase 5: Assessment plan • Phase 6: Lesson plan implementation • Phase 7: Reflection on lesson plan implementation 	Feb 27 Mar 13 Mar 27 Apr 3 Apr 10 May 1 May 1	40 5 5 5 5 5 10
Dyslexia Module/Training	Feb 13	5
TOTAL		100

- **Assignments and/or Examinations**

Field Experience (30 points)

This course requires a minimum of 15 hours of field experience. Students in the Early Childhood Special Education Licensure Concentration will complete their field experience in a preschool special education classroom setting. Students in the Early/Primary Education PreK-3 Licensure Concentration will complete their field experience in a prekindergarten or kindergarten classroom setting. Students with a dual licensure concentration or without a concentration may complete the field experience in a preschool special education classroom setting or in a prekindergarten or kindergarten classroom setting. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, students will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

Option 1

- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to a preschool early childhood special education classroom setting or a prekindergarten or kindergarten classroom setting.

Option 2

- Students may request a placement in a preschool special education classroom setting or a prekindergarten or kindergarten general education setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a placement for students in a specific school with a specific teacher.

Documenting the Field Experience (5 points)

- Students will upload the ***Field Experience Placement Approval Form***. In this form, they will provide a statement confirming that they have completed the online “Field Experience Request Form.” They also will provide information to the instructor about where and how they will complete the field experience (*1 point*).
- Upon completion of their field experience hours, students will provide documentation of their experience (*4 points*).
 - If students complete the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard. This form requires verification from the principal or supervisor on site.
 - If students attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Reflection Portfolio (25 points). Students will use the *Early Language & Literacy Classroom Observation Pre-K/K Tool (ELLCO)* to strategically analyze a variety of literacy components in their field placement. To support their analysis, students will do the following:

- Collect artifacts related to **five** of the ELLCO rubrics to demonstrate how children are engaging in a variety of literacy experiences that promote children’s language, reading, and writing development. Artifacts may include clear photographs of children’s work samples, photographs of children engaged in literacy experiences, photographs of the learning environment, and flip grid recordings of children engaged in literacy experiences.
- In a 1-page narrative per rubric (5 pages total):
 - Evaluate children’s literacy opportunities for each ELLCO rubric used.
 - Make thoughtful and strengths-based recommendations for enhancing children’s literacy experiences.
 - Reference course texts and materials to justify their recommendation using APA format.
 - Include all artifacts collected in an appendix to this document.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Interactive Reading and Writing Experiences Plan (40 points)

Students will plan and conduct a reading and writing experience for culturally and linguistically diverse prekindergarten or kindergarten children. They will include the following parts in the lesson plan:

- **Phase 1 (5 points):** Evaluate three potential books for an early childhood read aloud experience using the evaluation checklist in Morrow et al. (2016, p. 42) to describe each book. Write one paragraph for each book that was evaluated. Select one book to read to a group of culturally and linguistically diverse prekindergarten or kindergarten children and write a one paragraph rationale for the selection of this book.
- **Phase 2 (5 points):** Write a read aloud lesson plan designed for in-person instruction using the lesson plan template provided by the instructor (see Bb).
- **Phase 3 (5 points):** Plan and describe at least two extension activities that extend the read aloud and respond to the cultural and linguistic diversity of the children, including at least one play-based learning activity and one writing experience.
- **Phase 4 (5 points):** Support instructional decisions (i.e., rationale for the book selection, the lesson plan activities, and the extension activities) by citing multiple class readings, handouts, resources, and discussions and including a reference list of the sources formatted in APA style.
- **Phase 5 (5 points):** Design and describe how learning will be assessed. Include any templates that are designed and describe how they will be utilized during and after the lesson.
- **Phase 6 (5 points):** Implement the lesson with the selected field experience children who are culturally and linguistically diverse. Provide a one-paragraph description of the context and the children who engaged in the lesson.
- **Phase 7 (10 points):** Provide a three-page, double-spaced reflection on the implementation of the above lesson plan, plus share pictures of any artifacts from the lesson. Students will use rubrics from the *Early Language & Literacy Classroom Observation Pre-K/K Tool* to support their reflective analysis. Students will note how the lesson was designed and implemented and provide suggested revisions to improve the lesson for future

implementation. Students will reflect on how this lesson would be received by culturally and linguistically diverse young children. On an additional page, include diverse artifacts documenting children's literacy enactments as they engaged in the planned interactive reading and writing experiences.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide for each phase of the Interactive Reading and Writing Experiences. They will use in-text citations and include a reference list per APA style guidelines.

Dyslexia Module (5 points)

Students will complete the Dyslexia Module/Training required by the VDOE (see link below) and will submit the certificate of completion to Blackboard.

<http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Attendance and Participation (25 points)

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:

- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and 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.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content and 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): This grade may be given to students who are 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 enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

Class Schedule

Date	Topics	Assignments & Readings Due
<p>Week 1 Jan 25</p>	<p>Course overview</p> <p>Introduction to Studying Language and Literacy</p> <ul style="list-style-type: none"> • The nature of language acquisition as a precursor to literacy • The reciprocal nature of reading and writing <p><i>The Virginia Standards of Learning for English for Kindergarten and Virginia's Early Learning and Development Standards</i></p> <p>Field Placement Tips: Professionalism, Ethical Standards, and Personal Integrity</p>	<p>Schull et al. (2021) Chapter 1</p> <p><i>Virginia Standards of Learning for English for Kindergarten</i></p> <p><i>Virginia's Early Learning and Development Standards</i></p>

Date	Topics	Assignments & Readings Due
<p>Week 2 Feb 1</p>	<p>Typical and Atypical Speech and Language Development for Culturally and Linguistically Diverse PreK-K Learners</p> <p>Identifying Factors Affecting Language and Literacy Development of Diverse PreK-K Learners</p> <ul style="list-style-type: none"> • Social, cultural, affective, cognitive, education <p>Developing Linguistic Competence in Relationship to Language Acquisition, Reading, and Writing</p> <ul style="list-style-type: none"> • Phonetics, semantics, syntax, morphology, phonology, pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction) 	<p>Schull et al. (2021) Chapter 3</p>
<p>Week 3 Feb 8</p>	<p>Language Disabilities and Specific Language-Based Conditions and Their Effects on Diverse PreK-K Learners</p> <ul style="list-style-type: none"> • Dyslexia • Dysgraphia • Dyscalculia • Auditory processing disorders • Attention deficit disorders <p>Interventions That Promote Speech and Language Development and Literacy</p> <ul style="list-style-type: none"> • Response to intervention • Special education process and components 	<p>Schull et al. (2021) Chapter 2</p> <p>ILA Dyslexia Research Brief</p> <p>Brillante (2017) article</p> <p>Due to Bb (2/13): Field Experience Placement Approval Form</p> <p>Due to Bb (2/13): Dyslexia Module/Training</p>

Date	Topics	Assignments & Readings Due
<p>Week 4 Feb 15</p>	<p>Designing Literacy-Rich Classroom Environments for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> • Promoting interest and engagement in language acquisition, reading, and writing • Evaluating and selecting children’s literature, including fiction and non-fiction texts • Fostering appreciation of children’s literature, including fiction and nonfiction texts • Providing opportunities to develop independent reading practices • Promoting and building upon home language and literacy practices • Promoting language and literacy development during conversation and play <p>Designing Literacy Centers and Activities for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> • Promoting language, literacy, and creative thinking and expression (e.g., storytelling, drama, choral/oral reading) • Promoting language, literacy, and creative thinking and expression through conversation and play • Promoting expression through art 	<p>Schull et al. (2021) Chapter 4</p> <p>Magruder (2013) article</p>
<p>Week 5 Feb 22</p>	<p>Planning and Implementing Literacy Instruction for Diverse PreK-K Learners</p> <ul style="list-style-type: none"> • Promoting language acquisition, reading, and writing • Matching each learner’s zone of proximal development • Supporting dual language and English language learners • Supporting learners with diverse abilities, including learners with disabilities and language delays 	<p>Schull et al. (2021) Chapter 5</p> <p>Due to Bb (2/27): Phase 1 Read Aloud Book Recommendations</p>

Date	Topics	Assignments & Readings Due
Week 6 Mar 1	Promoting Writing, Drawing, and Visual Literacy for PreK-K Learners <ul style="list-style-type: none"> • Composing, including imaginative writing • Written expression • Emergent writing phase and stages • Invented spelling • Handwriting • Writing processes • Visual literacy, analyzing, interpreting, and representing, information visually 	Schull et al. (2021) Chapter 9 Auguste (2018) article
Week 7 Mar 8	Promoting Oral Language Development <ul style="list-style-type: none"> • Speaking and listening • Phonemic and other phonological awareness skills, including phonemes, syllables, and rhyming • Learning of standard English by speakers of other languages and dialects • Creative thinking and expression, including storytelling, drama, choral and oral reading Promoting Monolingual and Multilingual Language Acquisition and Literacy Learning for PreK-K Learners <ul style="list-style-type: none"> • Taking a strength-based approach • Promoting and building upon home language and literacy practices 	Schull et al. (2021) Chapter 7 Due to Bb (3/13): Phase 2 Read Aloud Lesson Plan
Mar 15	Spring Break, no class	
Week 8 Mar 22	Designing a Comprehensive Literacy Assessment Program for Diverse PreK-K Learners <ul style="list-style-type: none"> • Using formal and informal assessments to inform instructional decisions (e.g., acceleration, intervention, remediation, differentiation) • Screening, diagnostic, and progress monitoring data methods of assessment for oral language, reading, and writing 	Schull et al. (2021) Chapter 6 Bates (2019) article Due to Bb (3/27): Phase 3 Extension Activities

Date	Topics	Assignments & Readings Due
Week 9 Mar 29	Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> • Vocabulary and Concept Development • Listening comprehension • Shared Reading • At home and school • Adult-child interactions that foster language and literacy development 	Schull et al. (2021) Chapter 8 Due to Bb (4/3): Phase 4 Support of Instructional Decisions
Week 10 Apr 5 (on-line)	Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> • Phonemic awareness • Other phonological awareness: syllables, rhyming • Connecting oral language to print 	Paley, Section 1 “Story Tellers and Story Players” and Section 2 “Teacher and Theory Maker” (pp. 1-26) Brickman (2010) Due to Bb (4/10): Phase 5 Assessment
Week 11 Apr 12	Planning and Implementing Assessment and Instruction for Diverse PreK-K Learners <ul style="list-style-type: none"> • Concepts of Print • Alphabetic Knowledge, including letter recognition and sound-symbol knowledge • Phonics Engaging prekindergarten learners in reading	Paley, Section 3a “Jason’s Story” (pp. 27-88)
Week 12 Apr 19	Implementing Guided Reading and Writing with Emergent Readers and Writers Technology in Early Literacy Development	Donohue (2017) article
Week 13 Apr 26	Developing Listening and Reading Comprehension <ul style="list-style-type: none"> • Predicting, retelling, summarizing, making connections beyond the text • Fiction and non-fiction text Promoting Independent Reading and Writing Selecting appropriate fiction and non-fiction	Paley, Section 3b “Jason’s Story” (pp. 89-148) Due to Bb (5/1): Phases 6 and 7 Lesson Plan Implementation and Reflection
Week 14 May 3	Identifying Principles to Guide Language and Literacy Assessment and Instruction for Diverse Prekindergarten and Kindergarten Learners <ul style="list-style-type: none"> • Course wrap up and evaluation 	Paley, Section 4 “New Questions” (pp. 149-170) Schull et al. (2021) Chapter 10

Date	Topics	Assignments & Readings Due
May 8-9	Reading Days	
Finals May 10	Finals Week – No class	Due to Bb (5/10): Field Experience Documentation Form Due to Bb (5/10): Field Experience Reflection Portfolio Due to Bb (5/10): Attendance and 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>.