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

ECED 516.B01 Science for Diverse Young Learners
3 Credits, Summer 2023, Hybrid
5/30/2023-7/29/2023, Tuesdays/ 4:30-7:10 pm
Peterson 1106, Fairfax Campus

Faculty

Name:	Carley Fisher-Maltese, PhD
Office Hours:	By Appointment
Office Location:	Thompson Hall 1251, Fairfax Campus
Office Phone:	703-993-4848
Email Address:	cfisherm@gmu.edu

Prerequisites

ECED 401 or 501 and ECED 403 or 503
Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

University Catalog Course Description

Examines ways to foster development of science in preschool to third-grade children. Covers construction of science lessons and hands-on experiences that promote learning in children with diverse abilities and cultural and linguistic backgrounds.

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. Explain how knowledge, skills, and practices in the four core science disciplines (i.e., Earth sciences, biology, chemistry, and physics), as defined in *Virginia's Early Learning and Development Standards* and the *Virginia Science Standards of Learning,* provide a sound foundation for teaching science in prekindergarten through third grade.
2. Describe the nature of science and scientific inquiry, including the function of research design and experimentation, and the role of science in explaining and predicting events and phenomena.
3. Describe the practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and contracting explanations.
4. Discuss the reliability of scientific knowledge and its constant scrutiny and refinement; self-checking mechanisms used by science to increase objectivity, including peer review; and assumptions, influencing conditions, and limits of empirical knowledge.
5. Describe and organize key science content in Earth science, biology, chemistry, and physics content into meaningful units of instruction that actively engage students in learning;

integrate processes and crosscutting concepts into planning and implementing in the interdisciplinary context; and promote the application of key science principles to solve practical problems and develops a "systems" understanding of the natural world.
6. Describe the role of family and community knowledge, experience, and resources in planning and implementing science content in the curriculum.
7. Plan instruction on Earth science, biology, chemistry, and physics that (a) uses a variety of instructional techniques to meet the needs of diverse young learners; (b) incorporates instructional technology to enhance learner performance; (c) ensures learner competence in science; and (d) is informed by the *Virginia's Early Learning and Development Standards*, the *Virginia Standards of Learning for Science*, and the *New Generation Science Standards*.
8. Evaluate, select, and adapt a variety of instructional materials, technologies, and teaching strategies to engage diverse young learners in science.
9. Identify fiction and nonfiction texts to develop key science concepts in diverse young children.
10. Develop science activities for young children using the scientific process with an emphasis on describing, analyzing, and quantitatively presenting findings.
11. Conduct formative and summative assessments of students' learning of science concepts.
12. Describe and use the knowledge, skills, and practices to implement classroom, field, and laboratory safety rules and procedures and ensure students take appropriate safety precautions.
13. Describe and use the knowledge, skills, and practices needed to conduct research projects and experiments, including applications of design process and technology, and systematic field investigations using the school grounds, the community, and regional resources.
14. Explain the contribution and significance of science, including (a) its social, cultural, and economic significance; (b) the relationship of science to mathematics, the design process, and technology; and (c) the historical development of scientific concepts and scientific reasoning.
15. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
16. 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, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

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

Virginia Early/Primary Education PreK-3 Endorsement Competencies

Methods

Knowledge and Skills: Science

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832161

Achieve Inc. (2013). *Next generation science standards*. Author. http://www.nextgenscience.org

Peters, J. M., & Stout, D. L. (2011). *Science in elementary education: Methods, concepts, and Inquiries* (11th ed.). Pearson. ISBN: 9780135031506

Shillady, A. (ed.) (2013). *Spotlight on young children: Exploring science*. National Association for the Education of Young Children. ISBN: 9781928896944

Virginia Department of Education. (2010). Science standards of learning. https://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml

Virginia Department of Education. (2010). Science curriculum framework. https://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml

Access Blackboard for required and optional class readings.

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 • Self-Evaluation	Ongoing July 25	**25**
Personal Journal • Part 1 • Part 2	 June 5 July 25	**10** 5 5
Science Activity Share	Variable	**15**
Enriching Science Inquiry with Literature • Literature Chart • Google Share: Pairing non-fiction and fiction science texts (Present in Class)	 June 12 June 12	**5** 3 2
6E/PBL Lesson Plan	June 19	**15**
Science Lesson Implementation and Reflection • Part 1: Planning the Lesson • Part 2: Collecting Data • Part 3: Reflecting on the Lesson	 June 26 June 26 July 18	**20** 5 5 10
Children's Science Center Volunteer Experience Reflection	July 25	**10**
TOTAL		**100**

- **Assignments and/or Examinations**

NOTE: With exclusion of the personal journal, each of the major assignments for this course should focus on a <u>different</u> science area: physical science, life science, earth/space science, or engineering (i.e., no two assignments should focus on the same area.)

Personal Journal (10 points; *Part 1=5 points, Part 2=5 points)*
Part 1: To initiate class experiences, students will write a critical reflection on their personal experiences as a learner of science (2 pages). They will use the following prompts to help guide their reflection process.

- Begin with your earliest memories (give examples) and reflect until the present as a graduate student in a teacher preparation program.
- Reflect on your experiences in school, out of school, in the context of your family, etc.
- How do you think your social, cultural, and economic background played a role on your experiences as a science learner?
- How do you see yourself as a science learner?
- Why do you think you feel that way?
- How do you think these experiences will shape you as a teacher of science? In other words, what positive impacts or challenges on your teaching practice do you foresee from your prior experiences or self-conception?

Part 2: At the conclusion of the course, students will revisit their initial thoughts in their first journal entry and reflect on how their thoughts and/or self-conception have changed, if at all (2 pages). They will use the following prompts to help guide their reflection process.

- What have you learned in the course?
- Do you view yourself as a science learner differently than you did before?
- Is there a concept you learned in the course that really stuck out for you? (Include references to course readings, as necessary.)
- Is there a particular reading, handout, or material from class that you found particularly helpful or eye-opening? (Include references to course readings, as necessary.)
- Articulate the kind of early childhood science teacher you plan to be. Will something you learned in the course be included in your guiding principles?

Science Activity Share (15 points)
Students will choose a science content area from the four core science areas (Earth sciences, biology, chemistry, and physics) during the first class in which to present an activity. Three students will sign up per content area: one person will focus on PreK, one on K-Grade 1, and one on Grades 2-3. Individual students will prepare a lesson plan using the template provided and lead a 15-minute informative and interactive activity that actively engages students in learning in their science content area.

Before the science activity share, students will post all share materials (lesson plan, resources) on Blackboard under Discussion Board. Students should prepare seven PPT slides to organize and guide the presentation; Slide 1 – Introduction/Overview of Topic, Slide 2 – Standards, Slide 3 – Instructions for Activity/List of Materials, Slide 4 – Classroom Management Recommendations, Differentiation Strategies for a Range of Learners, Slide 5 – Direct Instruction of Science Concept, Slide 6 – Takeaways from Practitioner Journal Article, Slide 7 – Additional Resources (picture books, websites, materials, nature connections, etc.). Further explanation of Activity Share criteria is as follows:

- An overview of the topic, including the key ideas or content and the importance of the topic to students' science learning

- An overview of relevant state and national content standards at the appropriate grade level(s), noting consistencies (or inconsistencies, if the case may be)
- A description of classroom and behavior management strategies that would increase the effectiveness of the implementation of the activity and contribute to creating and maintaining a safe environment
- Materials appropriate to the activity (use items that you can readily find around a home; list alternative materials in case students do not have certain materials at home; as much as possible, materials should be visually attractive and engaging for young learners)
- Model and explain the science concept (picture books are good to integrate; please do not use a video to teach for you; videos can be listed as additional resources)
- Evidence that the student has read the course materials (i.e., relevant chapters in course textbooks, articles and presentations on Blackboard) on the science topic
- Modeling how to engage in the activity chosen for science concept. Science activity should be in-line with the type of teaching practices we are learning about in the course (e.g., hands-on with materials, not a worksheet)
- *Modeling of the science concept and activity should be role played as if student is the teacher and classmates are young learners in the class*
- Preparation for how to adapt the activity for a range of learners
- A list of at least *three resources* related to teaching the topic that could include children's literature, websites, manipulatives or materials, or other teacher resources (at least one must be a relevant developmentally appropriate picture book (a hard or electronic copy of the book is fine) and one must be an article from a practitioner journal (e.g., NSTA's *Science and Children*) on the topic)

Enriching Science Inquiry with Literature: A Focus on Reading and Writing (5 points)

- ***Literature Chart (3 points)***
  To place the core scientific disciplines of Earth science, biology, chemistry, and physics in an appropriate interdisciplinary context, students will identify a focused science topic (e.g., ecosystems or weather) and compile a chart of at least 5 literature resources that could be used for a unit on that topic, including fiction, non-fiction, digital, and non-digital forms, that promote children's engagement in the science concept. The chart will provide a picture of the cover of the book, a brief summary of the text, identify possible literacy experience(s) for the resource (e.g., read aloud, guided reading, exploration center, research text, independent reading, as a resource to promote writing, etc.), and identify and explain possible 6E entry points for the resource (i.e., engage, explore, explain, elaborate, evaluate, e-learning). A template of the chart is available on Blackboard.

- ***Google Share: Pairing Non-Fiction and Fiction Science Texts (2 points)***
  Similar to the NSTA *Picture Perfect Science Series*, students will select a pair of texts (one non-fiction and one fiction) from their literature chart to contribute to a Google share site to serve as a reference for peers in the class. The Google chart will require students to include the APA citations for each text, a brief description of each text, grade-level connections, scientific discipline connection (e.g., Earth science, biology, chemistry, and physics), and a discussion of why the texts complement each other in a unit of inquiry.

6E/PBL Lesson Planning (15 points)
Students will use both an **inquiry-based** (6E model) and a **problem-based** (PBL) approach to develop a detailed 6E (engage, explore, explain, extend, evaluate, e-learning/incorporate technology) lesson plan for one of the following science areas: physical science, life science, chemistry, Earth/space science, or engineering as defined by *Virginia's Early Learning and Development Standards,* the *Virginia Science Standards of Learning*, and the *Next Generation Science Standards*. They will develop a creative and engaging PBL challenge that they will integrate throughout the lesson plan (examples will be shared during class). Students will integrate questioning, curiosity, and active engagement with real materials in the lesson whenever possible. Students will include plans for classroom and behavior management and building community. They also will include how they will create and maintain a safe environment. They will use the lesson plan format provided by the instructor. In addition, students will develop the student sheets and any other supporting materials needed for their lesson. Students will create an assessment of student learning for their lesson and a rubric for the assessment.

Science Lesson Implementation and Reflection (20 points)
In two-person partnerships, students will choose a developmentally appropriate science lesson in one of the four core science areas as defined by Virginia's Foundation Blocks of Early Learning, the Virginia Science Standards of Learning, and the Next Generation Science Standards from a variety of professional resources discussed in class. They will implement the lesson multiple times to different groups of prek-aged children at either the Mason Child Development Center or the Main Street Child Development Center (CDC) during regularly scheduled class time (if possible) to multiple groups of preschool-aged children, making necessary modifications and taking reflective notes ***(date TBD)***. Students will bring all necessary materials for the lesson. If a student is absent on the day of implementation, she/he will need to make arrangements with the CDC to visit during his/her own time to fulfill the assignment. One partner will teach her/his lesson while the other partner takes anecdotal notes during the lesson iterations and then the partners will switch roles. Partners will not teach the same lesson. Students will submit a written reflection individually in three parts.

- ***Planning the Lesson (5 points).*** The first part of the reflection will be due before the experience and will include how the lesson was selected; how course readings support the selection of the lesson plan; what adaptations were made, if any, to the lesson plan and why; and how the students prepared to implement the lesson. Students will include plans for materials selection and preparation, classroom and behavior management, building community, and creating and maintaining a safe environment. In this part, students will be assessed on their preparation of all of the necessary materials for the lesson, including being prepared to implement the lesson upon arrival at the CDC. Partners will write and submit this reflection individually, but are encouraged to collaborate and provide feedback for one another. (2 to 3 double-spaced pages)

- ***Collecting Data (5 points).*** The second part of the reflection will be due before the experience and will include (a) a statement about their ethical considerations as they planned for the data collection and (b) a plan for collecting quantitative and qualitative data. The

student will develop an observational tool (a teacher's checklist) to use to collect data during the lesson. She/he also will identify work samples (may be photos) to collect and how they will be scored using a rubric (must be submitted) and analyzed to determine children's learning of the concept. Partners will write and submit this reflection individually, but are encouraged to collaborate and provide feedback for one another.

- ***Reflecting on the Lesson (10 points).*** The third part will be due after the experience and will include an analysis of the qualitative and quantitative data collected (inclusion of photos from the lesson are encouraged), as well as a reflection on how the lesson went (what went well, what could have been done differently/better for next time), key learnings, and "aha" moments. Students will use the analyzed data and their own observations to reflect on both teacher learning (themselves) and children's learning during the lesson. Students also will reflect on their classroom and behavior management and how they fostered a sense of community and "welcomeness." Students will provide specific linkages to course readings and research examined for the inquiry into evidence-based practices. They will conclude the reflection by posing a compelling question about next steps for supporting children's understandings. Partners will engage in reflective discussions about their analysis of the data and the implementation of the lesson, but will submit written reflections independently. (3 double-spaced pages)

Children's Science Center Volunteer Experience Reflection (10 points)
Over the course of the semester, students will have the opportunity to volunteer at the Children's Science Center (CSC) Lab at the Fair Oaks Mall for 3 sessions (approximately 9 hours). During this time students will observe and assist CSC STEM educators to learn how to teach science in in an inquiry-based manner. Students will explore what they learned about pedagogy (teaching), materials management and use, classroom management, and how informal science settings can be integrated into (and used to enhance) children's formal education (i.e., school) experience. Students will turn in a log of their volunteer hours (screenshot is acceptable). Specific linkages to course readings should be included in the reflection. (3 double-spaced pages)

- **Other Requirements**

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.
- In the case of an absence, students will review the class presentation and submit a 2-3-page written reflection of the content covered (including course readings, content on Blackboard, and student activity shares that were missed on the day of the absence). Reflection is due within 1 week after an absence.

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	Readings & Assignments
Week 1 **May 30**	Four Core Science Disciplines • Earth sciences, biology, chemistry, physics • Understanding of the nature of science and scientific inquiry Foundations for Teaching Science in Early Childhood Education for Diverse Young Learners Classroom, Field, and Laboratory Safety • Rules and procedures • Ensuring students take appropriate safety precautions	Peters & Stout, Chapter 1-2 Spotlight on Science, pp. 2-10 Asynchronous Interactive Presentation <u>Readings on Blackboard:</u> *Wonder as a Tool to Engage PSE Teachers in Science Learning and Teaching* **Due to Bb June 5: Personal Journal Part 1**
	Role and Nature of Theory • Explaining events and phenomena, including learning theories undergirding pedagogical approaches for teaching science Contribution and Significance of Science • Social, cultural, and economic significance Role of Family and Community Knowledge, Experience, and Resources in Planning and Implementing Science Content	

Date	Topics	Readings & Assignments
Week 2 **June 6**	Historical Development of Scientific Concepts and Scientific Reasoning Knowledge, Skills, and Practices for Conducting an Active Early Childhood Science Program Application of Key Science Principles to Solve Practical Problems • Problem-based learning (PBL) Standards • Virginia standards *(Virginia's Early Learning and Development Standards, Virginia Science Standards of Learning)* • National standards (*Next Generation Science Standards*)	Peters & Stout, Chapter 3 Spotlight on Science, pp. 48-54, 55-60 Asynchronous Interactive Presentation <u>Readings on Blackboard:</u> *Weather Tamers* *Learning About Plants with STEAM* *Artists and Scientists: More Alike Than Different* **Due to Bb June 12: Enriching Science Inquiry with Literature**
	Integrating the Four Core Scientific Disciplines Across Content Areas • Integrate processes and crosscutting concepts in an appropriate interdisciplinary context Disciplines Across Content Areas • Relationship of science to mathematics, design process, and technology	
Week 3 **June 13**	Formative and Summative Assessments of Student Learning Practices Required for Empirical Answers to Research Questions data collection and analysis, modeling, argumentation with evidence, contracting explanations	Peters & Stout, Chapter 4-5, Inquiry Unit 1: Physical Science Spotlight on Science, pp. 72-73 Asynchronous Interactive Presentation Review Physical Science PowerPoint presentations <u>Readings on Blackboard:</u> *Performance-Based Assessments in Science*

Date	Topics	Readings & Assignments
	Application of Key Science Principles to Solve Practical Problems Reliability of Scientific Knowledge • scrutiny, refinement, and self-checking mechanisms • objectivity, such as peer review, assumptions, influencing conditions, limits of empirical knowledge **Science Activity Shares – Physical Science**	*Identifying and Supporting STEM Programs in Out-of-School Settings* **Due to Bb June 19: 6E/PBL Lesson Plan**
Week 4 **June 20**	Plan Instruction on Earth Science, Biology, Chemistry, and Physics • Using the goals of the *Virginia Standards of Learning* and the National Science Standards • Using variety of instructional technology to support learner competence Inquiry-Based Approach to Teaching Science 5E/6E model	Peters & Stout, Inquiry Unit 2: Life Science Spotlight on Science, pp. 29-35, 41-47 Asynchronous Interactive Presentation <u>On Blackboard:</u> Review Life Science PowerPoint presentations **Due to Bb June 26: Science Lesson Implementation and Reflection (Parts 1 & 2)**
	Core Science Discipline: Biology, Life Science Engaging Diverse Young Learners in Science Experiences • Field investigations using school grounds, the community, and regional resources: Mason Apiary • Science activities using scientific process: describing, analyzing, using quantitative methods for findings • Knowledge, skills, practices to conduct research projects and experiments **Science Activity Shares – Life Science**	

Date	Topics	Readings & Assignments
Week 5 **June 27**	Evaluate, Select, and Adapt Instruction and Materials to Meet the Needs of Diverse Learners Science Inquiry Invitations for Family Explorations	Peters & Stout, Chapter 6-7 Spotlight on Science, pp. 36-40, 55-60 Asynchronous Interactive Presentation <u>On Blackboard:</u> Review Engineering PowerPoint presentations <u>Readings on Blackboard:</u> *Science Success for Students with Special Needs* *They Can't Spell Engineering but They Can Do It*
	Engineering Design Process Building Challenges Engineering **Science Activity Shares – Engineering**	
No Class July 4th		
Week 6 **July 11**	Core Science Discipline: Earth Science Earth Science Continued Environmental Education and Conservation	Peters & Stout, Inquiry Unit 3: Earth and Space Science Asynchronous Interactive Presentation <u>Readings on Blackboard:</u> *Computer Science Unplugged: Second Grade Students Design a Puppy Playground Using Computational Thinking*
	Coding Computational Thinking Data Science Evaluating Instructional Materials, Technologies, and Teaching Practices **Science Activity Shares – Earth Science**	
Week 7 **July 18**	Core Science Discipline: Space Science Space Science Continued	Spotlight on Science, pp. 68-71, pp. 17-22 Peters & Stout, Inquiry Unit 3: Earth and Space Science

Date	Topics	Readings & Assignments
	Professional Development in Support of Inquiry Self-Reflections on Filling the Role of Science teacher for Diverse Young Learners **Science Activity Shares – Space Science**	Asynchronous Interactive Presentation <u>On Blackboard:</u> Review Space Science PowerPoint presentations <u>Reading on Blackboard</u>: *Representation of the Moon in Children's Literature* **Due to Bb July 18: Science Lesson Implementation and Reflection (Part 3)**
Final Exams July 24-27	Finals Week	**Due to Bb July 25: Personal Journal Part 2** **Due to Bb July 25: Children's Science Center Volunteer Experience Reflection** **Due to Bb July 25: 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.