George Mason University
College of Education and Human Development
Secondary Education

SEED 522 (Section 002)– Foundations of Secondary Education
3 Credits, Spring 2023
Fairfax Campus – Thompson Hall 1017
Tuesdays 7:20-10 PM

Faculty
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Prerequisites/Corequisites
None.

University Catalog Course Description
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview
Foundations of Secondary Education offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and histories of secondary education. This course emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to secondary school settings.

Course Delivery Method
This course will be delivered using a lecture/seminar approach with multiple course activities required each session. Some class sessions will be held online asynchronously as noted in the syllabus.

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Acknowledge and evaluate the varied, competing, and changing purposes of American public education.

2. Have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues.
3. Recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. Be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. Analyze teaching behaviors and categorize them according to their relationships to research- based practice and major educational philosophies.
6. Examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
7. Take positions on selected issues in education and analyze how those positions relate to teaching style preferences.
8. State their own philosophical positions in regard to the following questions:
   o What is the nature of one subject matter area you wish to teach?
   o What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
   o What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

Professional Standards
InTASC Model Core Teaching Standards and Learning Progressions for Teachers.
Upon completion of this course, students will have met the following professional standards:

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Readings
No books are required for purchase. All readings will be made freely available online and posted in the Blackboard course. All other resources will be provided digitally through the Blackboard course.

Course Performance Evaluation
Students are expected to submit all assignments on time via Blackboard unless otherwise instructed.

Assignments

Assignment	Points
(1) Participation & Reflection • Reflective journaling (ongoing, in class) • In-class discussions (ongoing, in class) • Online discussions (when/if assigned)	20
(2) **Resume** (due February 10)	5
(3) **Discussion Facilitation** (ongoing, in class February 21-March 28)	10
(4) **CLT Lesson Plan** (due March 31)	10
(5) **Foundations of School Clinical Experience Project** (due May 2), includes: • Project Plan/Rubric • Project Presentation • Reflection	25
(6) Philosophy of Teaching (due April 28)	20
(7) **Digital Portfolio** (due May 12), includes: • Resume (due February 10) • CLT Learning Segment (due March 31) • Philosophy of Teaching (due April 28) • Clinical Experience Project (due May 2)	10
Total Points Possible	**100**

(1) Participation & Reflection (20 points)
SEED seed addressed: *Inquiry & Reflection*

Rationale: Inquiry and reflection are essential in your training and professional development as a teacher. Actively participating in discussions about your learning, reading, thinking, and teaching are important in your work as a teacher with your colleagues and school.

Description: Participation in this course includes completion of the Reflective Journal, in-class discussions, and online discussions. The Reflective Journal is a personal space for you to ask questions, reflect, challenge beliefs, make connections, and develop your philosophy as a teacher. You will receive your journal on the first day of the course, and you should bring it with you to each class session as well as to any clinical experiences or field work opportunities. Each class, you will be given prompts and time to work in your journal. These reflections will act as a springboard for discussion, whether in-class or online. In addition to reflective value, the Reflective Journal is designed to help you develop your *Philosophy of Teaching*, a component of the culminating assignment in this course, the *Digital Portfolio*. Some prompts will ask you to consider using a specific form in your Reflective Journal, while others will allow you to choose any form you'd like. We hope the form and function of the Reflective Journal will allow us to model the myriad of ways reflective journaling can be used in the secondary classroom.

Discussions of course topics (in-person and online) will take place during each class. These discussions are important to develop and articulate your thoughts, reflections, and connections regarding course topics and readings and your own experiences/anticipated experiences with teaching, teachers, and school. Active participation – speaking and listening with full attention – are expected in this graduate-level course.

Evaluation Criteria: 20 points – 20% of overall course grade
1. Quality of participation, reflections, and discussions (clarity, detail, effort)
2. Content of participation, reflections, and discussions (accuracy, relatedness)
3. Evidence of engagement with classmates in participation, reflections, and discussions

(2) Discussion Facilitation (10 points)
SEED seed addressed: *Social Justice*

Rationale: There are many complex injustices that impact schools and education of which teachers should be aware. The **Discussion Facilitation** assignment provides an opportunity to dig deeper into a social justice-related topic associated with the topic/readings of a chosen class period, plan, and facilitate a discussion (or activity) designed to educate others on this topic and guide us through the assigned readings. What is *most important* for teachers/future teachers to know about this topic? How does it impact teachers' or students' lives or the wider community?

Description: Students will sign up for their chosen topic during the first few weeks of class and work in pairs (or small groups) to plan a **~30 minute discussion-based activity**, in which each group will lead our class during **Weeks 5, 6, 7, 8, and 9 (February 21-March 28)**.

Students should gather information from at least three reputable sources (e.g., research or news article, podcast, academic video, lecture, etc.) about their chosen topic. **Each group will also prepare a one-page handout for the class, including a list of references (if applicable, cited in APA style), the discussion/activity strategy chosen, and any other relevant information (e.g., discussion questions, excerpts/quotations, data/facts, etc.).**

Evaluation Criteria: 10 points – 10% of overall course grade
1. Evidence of engagement with topic (accuracy, relevance, coherence)

2. Structured instructional video explaining content hat is relevant to topic
3. Document with references to relevant sources (at least three, cited in APA)
4. Evidence of full and equal participation of all group members

(3) CLT Lesson Plan (10 points)
SEED seed addressed: *Partnership & Collaboration*

Rationale: Teaching, at its best, is a highly collaborative process. In secondary schools, educators often work in Collaborative Learning Teams (CLTs) to plan and evaluate instruction. This assignment is designed to simulate the CLT expectations and environment to give students a glimpse into how working with a CLT may impact and enhance one's teaching.

Description: Students will be grouped into a CLT based upon content areas (to the extent possible) and assigned a subject/level/grade and design a learning segment that the CLT will draft in interative segments during **Weeks 8 and 9**, adding a new component to the learning segment each week (e.g., curriculum, assessment, differentiation, etc.).

Evaluation Criteria: 10 points – 10% of overall course grade
1. Evidence of full and equal participation of all group members
2. Incorporation of teaching practices referenced in course readings, discussions, and topics as addressed in Weeks 8 and 9

(4) Foundations of School Clinical Experience Project (25 points)
SEED seed addressed: *Advocacy & Agency*

Rationale: Spending time in schools is an essential component of a teacher's education. This clinical experience involves immersing yourself in a school's or school community's culture, speaking with young people, teachers, or other school staff.

Description: To help ground your clinical experience, you will choose an area of focus early on in this course: Which **ONE** aspect of secondary schools do you want to know more about? What is a feature of secondary education that you consider foundational, important, or challenging? During your clinical experience, you will fully immerse yourself in your chosen topic, conducting observations and research, gathering artifacts, and speaking with stakeholders to better understand your chosen feature of school. **Possible topic choices will be discussed in class. A project plan (including a rubric) and formal check-in will occur during the weeks of February 14 and April 18.**

During our last class session, you will present a final report to the class (and other community members). Your **final report** on your topic can take any form but it should be a **multimedia or multi-genre presentation** that includes a synthesis of the following sources:
- At least one interview with a young person, ideally one who is approximately the same age as the students you teach or hope to teach (family members are permitted).

- At least one interview with an educator.
- At least one interview with a community member or stakeholder, someone who is involved or concerned with your topic of choice.
- Artifacts – pictures, recordings, handouts, items, etc. – collected during your clinical experience.
- A reflection (~500 words) on major takeaways from your experience, including how it has informed your understanding of the history and/or purpose of public school and how it will inform your future teaching.

Evaluation Criteria: 25 points – 25% of overall course grade
    1. Evidence of engagement with topic (accuracy, relevance, coherence)
    2. Evidence of immersion in school culture and community
    3. Synthesis of all required components (interviews, artifacts, reflection)

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(5) Philosophy of Teaching (20 points)
SEED seed addressed: *Respect & Relationships*

Rationale: In a 1-3 page (double-spaced) paper, describe and illustrate your philosophical approaches to teaching based on the issues addressed in class. In your paper, respond to **a minimum of two** of the **MAIN** (i.e., the numbered) guiding questions listed below.

You are encouraged to reflect on personal moments in your life as a student or teacher and/or seek relevant outside sources for additional information and guidance, such as articles in journals, chapters in books, essays and writing online, etc. You are encouraged to examine the standards of an effective teacher from InTASC as well as standards of learning for your specific content area in order to help guide you in the development of your teaching philosophy.

Your teaching philosophy should provide a unique, personal snapshot of *who you are* as a teacher – What you would want your administrators, colleagues, and students to know about you.

Guiding questions:

1. Who are you as a teacher? What are your beliefs and mission as a teacher?
   o What *should* the purpose of school be, for students and communities?
   o What is the role of the teacher with respect to motivation, learning, and knowledge? To which learning theory(ies) do you subscribe?
   o What is your teaching mission? What sustains or impedes that mission? How does your philosophy of teaching inform your mission?

2. How will you communicate who you are as a teacher with your students?
   o How will/do you build a community that honors our students' cultures & lives?
   o How will/do you organize your classrooms to best serve your students and our profession?

3. What is/are/should be the purpose(s) of your content area?
   o What is the purpose of your subject matter area to you and to your future students?

- What are the most important skills your students need to succeed in your content area and/or be empowered people/citizens?

4. What are the myths and assumptions about school you hope to challenge?
   - What are the assumptions our teaching practices and education policies make about our students and their communities?
   - What roles will you and your students play in considering, contributing to, and challenging education policies?

5. Who do you *want to be* as a teacher?
   - What is/will be the best evidence of our students' learning?
   - What is/will be the best evidence of your success as a teacher?
   - How will you best be sustained to remain in the teaching profession?
   - How will you continue to grow as a teacher during the first five years of your career? In the years following? What are your future goals and how do you intend to achieve them?

Evaluation Criteria: 20 points – 20% of overall course grade
1. Incorporation of teaching roles, practices, and philosophies referenced in course readings and/or discussions (with references appropriately cited)
2. Professional writing quality (formal language, clarity, evidence of proofreading)

(6) Digital Portfolio (10 points)

Rationale: Understanding your conception of and relationship to teaching is a vital part of your development as a teacher. Articulating these components in your teaching philosophy is often an important step in the employment process, whether it is communicated via your resume, a cover letter, or in a teaching interview. The Digital Portfolio serves as both the culminating assignment for this course and a space for you to begin to formulate your teaching philosophy. The portfolio should servce as a living document that can grow with you through the program and eventually be shared with a future employer.

Description: Students will create their final Digital Portfolio in any **free** online web space (e.g., Google Sites, Wix, Weebly, Squarespace, Adobe Portfolio, etc.). In its final form, it should include the following components, which will be due earlier in the course:

- Resume (due February 10)
- CLT Lesson Plan (due March 31)
- Philosophy of Teaching (1-3 pages, double-spaced) (due April 28)
- Foundations of School Clinical Experience Project (due May 2)
- (Optional) Other artifacts or work samples from this and any other course that you would want to share with hiring administrators, colleagues, classmates, or students

Component I: Resume
Detailing education, skills, awards/certificates, and any relevant job or volunteer experiences.

Component II: CLT Learning Segment

A link to or file upload of the CLT Lesson Plan.

Component III: Foundations of School Clinical Experience Project
A link to or file upload of any materials related to your Foundations of School Clinical Experience Project final presentation and reflection.

Component IV: Philosophy of Teaching Document
A link to or file upload of your 1-3 page (double-spaced) paper describing your philosophical approaches to teaching based on the issues addressed in class.

Evaluation Criteria: 10 points – 10% of overall course grade
1. Inclusion of all required components (resume, philosophy of teaching, CLT lesson plan, clinical experience project, reflection)
2. Professional writing quality (formal language, clarity, evidence of proofreading)
3. Thoughtful and professional design (clean, accurate, attention to detail)

Grading
Our program uses the grading scales below for all courses:

Graduate	Undergraduate
A = 95-100%	A = 93-100%
A- = 90-94%	A- = 90-92%
B+ = 87-89%	B+ = 86-89%
B = 83-86%	B = 82-85%
B- = 80-82%	B- = 80-81%
C = 70-79%	C = 70-79%
F = Below 70%	D = 60-69%
	F = Below 60%
B- or below is not a passing course grade for licensure	*B- or below is not a passing course grade for licensure*

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

Class Schedule
This schedule is subject to change. If any changes are made, students will be notified.

*Indicates a week or class period in which an assignment is due.

Week/Class Date	Topic(s)	Readings/Assignments Due
1. January 24 *Secondary school; adolescent*	**Introduction** • Course expectations • Overview of Secondary Education	
2. January 31	**Teaching in the Secondary School**	Read: "Globalization and Human Capital: From 'A Nation at Risk' to Neo-liberal

Week/Class Date	Topic(s)	Readings/Assignments Due
No Child Left Behind (NCLB); Elementary & Secondary Education Act (ESEA); Every Student Succeeds Act (ESSA); Individuals with Disabilities Education Act (IDEA)	• Recent histories of education • Teaching adolescents • Overview of learning theories	Reform" (Ch. 6, p. 213-239) from *Education and Social Change: Contours in History*
3. February 7* *The SEED 'Seeds': Social Justice; Inquiry & Reflection; Advocacy & Agency; Partnership & Collaboration; Respect & Relationships* **Resume Workshop, 6-7pm, Johnson Center 334 Room E, Allie Levy (Robinson SS)**	**SEED Workshop & Clinical Experience Information** • SEED 'Seeds' • SEED POS • Clinical Experience Overview ==****Class will be held in Johnson Center 334 Room E****==	***Resume due (Friday, February 10)**
4. February 14* National Council for Teachers of English (NCTE); National Council for the Social Studies (NCSS); National Council for Teachers of Mathematics (NCTM); National Science Teaching Association (NSTA)	**(Online) Education Research & School Data**	***Clinical Experience Project plan due (Friday, February 17)** Explore subject-specific practioner journal, VDOE, and NCES data (see Blackboard)
5. February 21 *Culturally-responsive pedagogy; funds of knowledge; trauma-informed pedagogy; differentiation; Diversity, Equity, and Inclusion (DEI)*	**How We Teach: Frameworks for Equity** • Trauma-informed Pedagogy • Culturally Responsive/Sustaining Pedagogy • Discussion Facilitation #1 **Guest Speaker: Abby Freeman (CHOP)**	Read: "Defining Trauma-Informed Education" (Ch. 1, p. 3-20) from *Equity-centered Trauma-Informed Education* Watch: "Bringing Cultural Context and Self-Identity Into Education"
6. February 28 *Universal Design for Learning (UDL); Individualized Education Program (IEP); 504 Plan; Accommodation; English as a Second Language (ESOL)/English Learners (ELs); collaborative teaching/team-teaching*	**How We Teach: Frameworks for Inclusion** • Teaching students with disabilities and learning differences • English learners • Discussion Facilitation #2 **Guest Speaker: Mollie Safran, (Lightridge HS)**	Watch: "A History of Educating Children with Disabilities in America" Read (choose TWO): • "Se hace camino al andar: Translanguaging Pedagogy for Justice" (English) • "When Some Students are Undocumented, and Some are Not: Teaching Civics in Mixed-Citizenship Classrooms" (Social Studies) • "UDL Solutions for Common Science Barriers" (Science) • "'UDL is the What, Design Thinking is the How:' Designing for

Week/Class Date	Topic(s)	Readings/Assignments Due
		Differentiation in Mathematics" (Math)
7. March 7 *Collaborative learning team (CLT); scaffold; tracking*	**What We Teach: Curriculum** • Intro. to Standards of Learning and learning objectives • CLT Lesson Plan • Discussion Facilitation #3	Read: "Curriculum, Conflict, and Critical Race Theory" Review Standards of Learning for content area
March 14 *(No Class – GMU Spring Break)*		
8. March 21 *Backwards Design; pre-, formative, and summative assessments; Standards of Learning (SOL)/Standards-based learning; learning objective; Bloom's Taxonomy* **Relationship Building Workshop, 6-7pm (location TBD) with Josh Britton (Lake Braddock SS) & Aaron Sulkin (Westfield HS)**	**What We Teach: Planning for Instruction & Assessment** • Assessments • CLT Lesson Plan • Discussion Facilitation #4	Read (choose ONE): • Read: "What reality TV taught me about everyday assessment" • Read: "Possible futures for equitable educational assessment" Read (choose ONE): • "Lights, Camera, Courage: Authentic Assessment and Multimodal Composition" (English) • "PBL in Social Studies Classrooms: Teaching High Quality and Engaging Projects" (Social Studies) • "The Science Symposium" (Science) • "Formative Assessment at Work in the Classroom" (Math)
9. March 28* *Social-Emotional Learning (SEL); metacognition; restorative justice; student-centered learning; self-determination theory*	**Managing Student Behavior & Engagement, Motivation, and Mental Health** • Strategies for engagement, motivation, classroom management • CLT Lesson Plan • Discussion Facilitation #5	***CLT Lesson Plan due (Friday, March 31)** Listen: "Adolescent Development and Motivation" *Bridge to Learning,* Stanford
April 4 *(No Class – Local Public School Districts Spring Break)*		
10. April 11 *Family engagement; asset-based vs. deficit-based thinking; Advancement via Individual Determination (AVID)* **Digital Portfolio Website Workshop, 6-7pm (location TBD)**	**Collaboration: School & Community** • School administration • Family engagement • Ethical discipline **Guest Speaker: Ann Wong (Robinson SS)**	**(Optional) Philosophy of Teaching draft due (Friday, April 14)** Watch: "What One Assistant Principal Learned from a Student" Read (choose ONE): • "Culturally Responsive and Asset-Based Strategies for Family Engagement in Odds-Beating Secondary Schools" • "Loud, proud, and love a crowd:" African American girls and school discipline practices"

Week/Class Date	Topic(s)	Readings/Assignments Due
11. April 18	**(Online) Clinical Experience Check In**	
12. April 25* *Professional Development (PD); inTASC Model Core Teaching Standards; high-leverage practices*	**Reflecting on the Foundations of Education** • Revisiting course concepts • Teacher professionalization & evaluation • Looking ahead: Recent trends in education	***Philosophy of Teaching due (Friday, April 28)*** Explore: Bring 2-3 recent research, news/media, or blog publications to class on April 25.
13. May 2	**Clinical Experience Project Presentations**	***Clinical Experience Project & Reflection due (*in class* Tuesday, May 2)*** ***(Optional) Attend Research Presentations on Wednesday, May 3, 4-5pm, JC Rooms B***
May 9* *(No Class – Reading Day)* **Digital Portfolio due (Friday, May 12)**		

Important Information on VDOE Modules Required for Teaching Licensure

Behavior Intervention and Support Training
- The Virginia Department of Education's Office of Dispute Resolution and Administrative Services presents series of modules to inform Virginia school personnel on the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia. Successful completion of these modules and the cumulative quiz will result in a certificate that documents completion of the behavior intervention and support training requirements for initial licensure in Virginia.
- To complete these modules, see https://cieesodu.org/initiatives/restraint-and-seclusion/

Dyslexia Awareness Training
- Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Virginia Department of Education, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. To meet the requirements, VDOE has developed a free online Dyslexia Awareness Training Module. This module is accessible from PCs and Mac computers and some other types of mobile devices. Users should complete the module in one session and have access to a printer. Individuals completing the module should print a copy of the certificate of completion for verification.
- To complete these modules, see https://www.doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml

Child Abuse and Neglect Recognizing, Reporting, and Responding Training
- All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists.

- To complete these modules, see
  https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story.html

CPR/AED/First Aid Training
- To meet the state of Virginia requirement for certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators (based on the current national evidence-based guidelines for CPR and AED), all students enrolled in "initial licensure" state-approved educator preparation programs—or applying for initial licensure—will need to present evidence of completing First Aid, AED, and hands-on CPR training. Hybrid training courses (online and in-person CPR skills training) will be accepted.
- For more information, see https://education.gmu.edu/teacher-track-office/emergency-first-aid

Important Information on VDOE Testing Requirements for Teaching Licensure

VCLA Virginia Communication and Literacy Assessment (VCLA)
- The Virginia Department of Education has contracted with the Evaluation Systems group of Pearson to create and administer the Virginia Communication and Literacy Assessment® (VCLA™), which measures the communication and literacy skills necessary for Virginia educators. Minimum composite score of 470 must be achieved to meet the VCLA requirement
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information about taking the VCLA, see https://www.va.nesinc.com/Home.aspx

PRAXIS Subject Assessment (formerly Praxis II)
- Praxis Subject Assessments tests must be passed prior to internship application submission for most initial licensure programs. Praxis workshops are available at Mason.
- Request official test score reports be sent directly to George Mason University, CEHD Admissions, 4400 University Dr., MS: 4D1, Fairfax, VA 22030.
- For more information, see https://education.gmu.edu/teacher-track/test-requirements

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/)
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

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

Resources
- Support for submission of assignments to Via should be directed to viahelp@gmu.edu
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledgebase/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
- For free, one-on-one academic coaching, tutoring, and support for testing (e.g., VCLA, PRAXIS), contact GMU Learning Services at https://learningservices.gmu.edu/

Emotional Support Line:
George Mason University is sponsoring a program to provide immediate emotional and mental health support to university staff, faculty, contractors, and students. Students can call Mason's Center for Psychological Services (GMUCPS) Emotional Support Line seven days/week from 8:30am – 8:30pm. Callers can expect support from trained facilitators in evidence-informed approaches to address acute stress and screening for problems that require more intense treatment. *The call line is free, anonymous, and confidential.*

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-9932380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-9938730 or emailing titleix@gmu.edu.

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