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

ECED/EDUC 803.DL1 Teacher Preparation and Professional Development
3 Credits, Spring 2021
01/25/2021 – 05/10/2021, Thursdays/ 4:30 – 7:10 pm
Online Synchronous

**Faculty**
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**Prerequisites/Corequisites**
Admission to the PhD in Education program or post-master's status and approval of course instructor.

**University Catalog Course Description**
Explores research and current recommended practices related to teacher preparation and professional development. Provides opportunity for practical application with preservice or in-service teachers. May not be repeated for credit. Equivalent to EDUC 803 and ECED 803.

**Course Overview**
Not Applicable

**Course Delivery Method**
This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25, 2020.

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

*Technical Requirements*
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see
  - https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see

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

*Expectations*
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:
1. Explore the identities, roles, and professional development of teacher educators.
2. Describe and analyze theory, research, and effective practice for teaching and supporting adult learners.
3. Identify and discuss current trends, issues, and topics in teacher education.
4. Synthesize, evaluate, and draw conclusions from research on teacher education.
5. Plan and facilitate a seminar discussion on a peer-reviewed, research article related to teacher education.
6. Write a review of the literature on a promising practice in teacher education.
7. Engage in professional development opportunities that promote growth as a teacher educator.

**Professional Standards**
Upon completion of this course, students will have met the following professional standards:
Not Applicable

**Required Texts**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press. [Download from https://www.nap.edu/download/9853.] ISBN (paperback): 9780309070362

National Academies of Sciences, Engineering, and Medicine. (2018). *How people learn II: Learners, contexts, and cultures.* Washington, DC: The National Academies Press. https://doi.org/10.17226/24783

Join the National Center for Faculty Development & Diversity free Mason sub-account. See Blackboard for details.

Join a professional organization that includes a focus on research in teacher education (e.g., AACTE, AERA Division K, ALER, AMTE, ASTE, ATE, DEC, TED, LRA, NAECTE).

**Class Readings**
Andreasen, J. K., Bjørnda, C. P., & Kovač, V. B. (2019). Being a teacher and teacher educator: The antecedents of teacher educator identity among mentor teachers. *Teaching and Teacher Education, 85*, 281-291. doi: 10.1016/j.tate.2019.05.011

Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education, 27,* 10-20. doi: 10.1016/j.tate.2010.08.007

Ball, A., (2016). Teacher professional development in a complex and changing world: Lessons learned from model teacher education programs in transnational contexts. In J. Lampert & B. Burnett (Eds). *Teacher Education for High Poverty Schools*, (pp. 115-134) Switzerland: Springer.

Berchini, C. N. (2017). Critiquing un/critical pedagogies to move toward a pedagogy of responsibility in teacher education. *Journal of Teacher Education, 68*(1), 463-475. doi: 10.1177/0022487117702572

Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: Expert school teachers reconstructing their pedagogy and identity. *Professional Development in Education, 36,* 9-24. doi: 10.1080/19415250903454767.

Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond & J. Bransford (Eds). *Preparing teachers for a changing world*, San Francisco, CA: Jossey-Bass.

Catlett, C., Maude, S. P., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*. Unpublished manuscript.

Cochran-Smith, M., & Villegas, A. M. (2015). Framing teacher preparation research: An overview of the field, part 1. *Journal of Teacher Education, 66*(1), 7-20. doi: 10.1177/0022487114549072

Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part II. *Journal of Teacher Education, 66*(2), 109-121. doi: 10.1177/0022487114558268

Dyches, J., & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge. *Journal of Teacher Education, 68*(5), 476-490. doi: 10.1177/0022487117705097

Fishman, B., Konstantopoulos, S., Kubitskey, B. W., Vath, R., Park, G., Johnson, H., & Edelson, D. C. (2013). Comparing the impact of online and face-to-face professional development in the context of curriculum implementation. *Journal of Teacher Education, 64*(5), 426-438. doi: 10.1177/0022487113494413

Flores, M. A., (2018). Linking teaching and research in initial teacher education: knowledge mobilization and research-informed practice. *Journal of Education for Teaching, 44*, 621-636. doi: 10.1080/02607476.2018.1516351

Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., & Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education, 65*(4), 284-302. doi: 10.1177/0022487114535266

Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomized controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education, 68,* 99-113. doi: 10.1016/j.tate.2017.08.007

Heikkinen, H. L. T., Wilkinson, J., Aspfors, J., & Bristol, L. (2018). Understanding mentoring of new teachers: Communicative and strategic practices in Australia and Finland. *Teaching and Teacher Education, 71,* 1-11. doi: 10.1016/j.tate.2017.11.025

Hoppey, D., & Mickelson, A. M. (2017). Partnership and coteaching: Preparing preservice teachers to improve outcomes for students with disabilities. *Action in Teacher Education, 39*(2), 187-202. doi: 10.1080/01626620.2016.1273149

Izadinia, M. (2014). Teacher educators' identity: A review of the literature. *European Journal of Teacher Education, 37,* 426-441. doi: 10.1080/02619768.2014.947025

Kidd, J. K., Burns, M. S., & Nasser, I. (2019). The LEARN framework: A multi-faceted, integrated approach to professional development. *Using the LEARN framework to make intentional teaching work in early childhood classrooms.* Baltimore, MD: Paul H. Brookes.

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education, 24,* 316-329. doi: 10.1016/j.tate.2007.06.003

Kim, E., & Corcoran, R. P. (2018). Factors that influence pre-service teachers' persistence. *Teaching and Teacher Education, 70,* 204-214. doi: 10.1016/j.tate.2017.11015

Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Journal of Education for Teaching, 44,* 524-538. doi: 10.1080/02607476.2018.1516345

La Velle, L., & Flores, M. A. (2018). Perspective on evidence-based knowledge for teachers: acquisition, mobilization and utilization. *Teaching and Teacher Education, 71,* 66-77. doi: 10.1016/j.tate.2017.12.009

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education, 65*(4), 271-283. doi: 10.1177/0022487114533386

Mills, C., & Ballantyne, J. (2016). Social justice and teacher education: A systematic review of empirical work in the field. *Journal of Teacher Education, 67*(4)*,* 263-276. doi: 10.1177/0022487116660152

Mouza, C., Nandakumar, R., Ozden, S. Y., & Karchmer-Klein, R. (2017). A longitudinal examination of preservice teachers' technological pedagogical content knowledge in the context of undergraduate teacher education. *Action in Teacher Education, 39*(2), 153-171. doi: 10.1080/01626620.2016.1248301

Olsen, B., & Buchanan, R. (2017). "Everyone wants you to do everything": Investigating the professional identity development of teacher educators. *Teacher Education Quarterly, 44*(1), 9-34.

Prenger, R., Poortman, C. L., & Handelzalts, A. (2017). Factors influencing teachers' professional development in networked professional learning communities. *Teaching and Teacher Education, 68,* 77-90. doi: 10.1016/j.tate.2017.08.014

Tooley, M., & Connally, K. (2016). *No panacea: Diagnosing what ails teacher professional development before reaching for remedies.* Washington, DC: New America. Retrieved from https://www.newamerica.org/education-policy/policy-papers/no-panacea/.

Vass, G. (2017). Preparing for culturally responsive schooling: Initial teacher educators into the fray. *Journal of Teacher Education, 68*(5), 451-462. doi: 10.1177/0022487117702578

Whipp, J. L. (2013). Developing socially just teachers: The interaction of experiences before, during, and after teacher preparation in beginning urban teachers. *Journal of Teacher Education, 64*(5), 454-467. doi: 10.1177/0022487113494845

Additional readings to be determined (TBD) based on student-selected articles for seminar discussions and according to student needs and interests.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

| Assignments | Due Dates | Points |
|---|---|---|
| Attendance & Participation<br>   • Self-Evaluation | Ongoing | **25** |
| Teacher Educator Analysis | March 11 | **20** |
| Promising Practice in Teacher Education Proposal | March 18 | **10** |
| Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation | April 1, 8, 15, or 22 | **10** |
| Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection | April 29 | **5** |

| Teacher Educator/Researcher Professional Development Summary and Reflection | April 29 | **10** |
|---|---|---|
| Promising Practice in Teacher Education Paper | May 6 | **20** |
| **TOTAL** | | **100** |

- **Assignments and/or Examinations**

**Teacher Educator Analysis (20 points)**
Students will identify a teacher educator who is teaching a teacher education course for preservice or practicing teachers and is willing to participate in the project. The project will involve (a) reviewing documents related to the teacher educator, the teacher education program, and the course (e.g., the teacher educator's curriculum vita, the program requirements in the university catalog, the course syllabus, etc.); (b) observing a 3-hour class; (c) conducting pre- and post-observation interviews with the teacher educator; and (d) reflecting on what was learned and future implications. This process will culminate in a 12- to 15-page paper that links the information presented and analyzed to the course readings. The paper will include the following:

- An introduction that provides a framework for the paper and synthesizes information from course readings;
- The context, including information about the teacher educator, the teacher education program, the course, and the students;
- A description of the data sources and how the data were analyzed;
- An analysis that summarizes what was observed in class (e.g., the class lectures, discussions, and activities) and links the observations to course readings;
- An analysis that discusses the teacher educator's reflections on the class and links the reflections to course readings;
- An analysis that discusses the teacher educator's perspectives on teaching and being a teacher educator and links the discussion to course readings;
- A reflection that discusses what was learned and implications for future practice as a teacher educator and links reflections to course readings;
- A reference list in APA format that includes ECED/EDUC 803 course readings and additional relevant sources as needed; and
- An appendix (not included in the page count) that includes the teacher educator's curriculum vita, the teacher education program catalog requirements from the university catalog, the course syllabus, the pre- and post-observation interview questions, and other relevant materials as needed.

**Promising Practice in Teacher Education Proposal (10 points)**
Students will write a 3- to 5-page, double-spaced proposal for exploration of a promising practice in teacher education. Students will identify a promising practice in teacher education and will provide a rationale for proposing to study this practice. Students will provide a bibliography that includes 10 peer-reviewed research articles that could potentially be included in the final paper. Students will select three entries to annotate. Annotations will include, but are not limited to, the following information: (a) purpose of the study, (b) research questions, (c) research methods, (d) participant information, (e) data sources and analysis, (f) key results/findings, and (g) notes of interest or relevance.

**Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation (10 points)**
Students will facilitate a 30-minute seminar discussion on a peer-reviewed, research article published within the past five years related to a promising practice in teacher education. Students will select the article and share it with their seminar group by uploading to Discussion Board on Blackboard at least two weeks prior to the seminar discussion. Students will submit a plan for how they will (a) draw classmates into the discussion, (b) facilitate the discussion, and (c) bring closure to the discussion. Students will write a rationale for the instructional decisions they made using readings and other relevant sources to support their decisions. Students will include a reference list in APA format.

**Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection (5 points)**
Students will write a 3- to 4-page reflection on what they learned about facilitating discussions from planning and facilitating their seminar discussion as well as from participating in their classmates' discussions. Students will conclude by reflecting on implications for their future practice as a teacher educator.

**Teacher Educator/Researcher Professional Development Summary and Reflection (10 points)**
Students will engage in teacher educator professional development by joining a professional association with a focus on teacher education (e.g., AACTE, AERA Division K, ALER, AMTE, ASTE, ATE, DEC, TED, LRA, NAECTE, etc.), reading relevant print and digital materials (e.g., journals, newsletters, reports, etc.), and attending a face-to-face (e.g., a conference or lecture) or online (e.g., webinar, podcast, etc.) learning opportunity. Students will write a 3- to 5-page, double-spaced paper that includes a chart or graphic summarizing the professional development activities and a reflection on insights gained from their engagement in professional development that supports their growth as a teacher educator and researcher.

**Promising Practice in Teacher Education Paper (20 points)**
Students will write a 15- to 20-page, double-spaced paper on a promising practice in teacher education. Students will include the following in their paper:
- An introduction that develops the need for the promising practice,
- A review of the literature related to the promising practice,
- Implications for future practice,
- Implications for future research,
- A conclusion, and
- A reference list in APA format.

- **Other Requirements**

**Attendance and Participation (25 points)**
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.

- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students 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.
- Students submit attendance and participation self-evaluation.

**Written Assignments**

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

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

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
Incomplete (IN): 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 seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

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

**Class Schedule**

| Class | Topics | Assignments & Readings Due |
|---|---|---|
| January 28 | Course overview<br>Exploring teacher educator identities | Boyd & Harris (2010)<br>Izadinia (2014)<br>Olsen & Buchanan (2017) |
| February 4 | Developing professionally as teacher educators | Goodwin et al. (2014)<br>Loughran (2014)<br>Andreasen, Bjørndal, & Kovač (2019)<br>***Share in class plans for completing the Teacher Educator Analysis.*** |
| February 11 | Taking into account how students and teachers learn | Bransford et al. (2005)<br>Bransford et al. (2000) Ch. 1 & 2<br>***Share in class potential interview questions.*** |
| February 18 | Designing, implementing, and researching teacher preparation programs | All will read:<br>Bransford et al. (2000) Ch 8<br>*Cochran-Smith & Villegas (2015)<br>*Cochran-Smith et al. (2015)<br>National Academies of Sciences, Engineering, and Medicine (2018) Chapter 2<br>Read one of the following (will select in class which one):<br>Catlett, Maude, & Skinner (2016)<br>Kidd et al. (2008)<br>*These may be a review from another TATE course—please refresh your understandings of these articles* |
| February 25 | **No Class Meeting: Conduct teacher education class observation and interviews.** | Review course readings and reflect on links to information gathered during interviews and observations. |
| March 4 | Preparing socially just teachers to work with diverse students, families, and communities | Berchini (2017) – all will read<br>Ball (2016) – all will read<br>Read two of the following (will select in class which two):<br>Dyches & Boyd (2017)<br>Mills & Ballantyne (2016)<br>Vass (2017)<br>Whipp (2013) |
| March 11 | Examining practices, trends, and issues in teacher preparation | Kim & Corcoran (2018)<br>Kostiainen et al. (2018)<br>Read one of the following (will select in class which one): |

| | | Hoppey & Mickelson (2017)<br>Flores (2018)<br>Mouza et al. (2017)<br>Other options may be added<br>**Due to Bb 3/11 – Teacher Education Analysis** |
|---|---|---|
| March 18 | **No Class Meeting: Engage in a teacher educator professional development experience.** | Join a professional organization. Read print and digital materials. Attend a f2f or online professional development opportunity for teacher educators.<br>**Due to Bb 3/18– Promising Practice in Teacher Education Proposal**<br>**Due to Bb 3/18 – Promising Practice Seminar Article** |
| March 25 | Examining practices, trends, and issues in teacher professional development | Fishman et al. (2013)<br>Gore et al. (2017)<br>Heikkinen et al. (2018)<br>La Velle, & Flores (2018)<br>Prenger et al. (2017) |
| April 1 | Designing, implementing, and researching teacher professional development | Avalos (2011)<br>Kidd et al. (2019) Chapter 1<br>Tooley & Connally (2016)<br>**Due to Bb 4/1 – Seminar 1-2 Discussion Plans and Implementation** |
| April 8 | Promising practices – TBD Student Facilitators | Readings TBD by Student Facilitators<br>**Due to Bb 4/8 – Seminar 3-6 Discussion Plans and Implementation** |
| April 15 | Promising practices – TBD Student Facilitators | Readings TBD by Student Facilitators<br>**Due to Bb 4/15 – Seminar 7-10 Discussion Plans and Implementation** |
| April 22 | Promising practices – TBD Student Facilitators | Readings TBD by Student Facilitators<br>**Due to Bb 4/22 – Seminar 11-14 Discussion Plans and Implementation** |
| April 29 | Exploring next steps in teacher preparation and professional development | **Due to Bb 4/29 – Seminar Discussion Reflection**<br>**Due to Bb 4/29 – Professional Development Summary and Reflection** |
| May 6 | **No Class: Finals Week** | **Due to Bb 5/6 – Promising Practice in Teacher Education Paper** |

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 Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
  - For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

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

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