

GEORGE MASON UNIVERSITY
Education Leadership Program
EDLE 634.601
Contemporary Issues in Education Leadership
Fall 2021 (3 credit hours)

Instructor: Patrick K. Murphy, Ed.D.
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Office Hours: By appointment
Course Term: September 7 – November 30, 2021, 4:45-7:45-Location when face-to-face
Alexandria City High School Room A209

I. UNIVERSITY CATALOG COURSE DESCRIPTION - Contemporary Issues in Education Leadership (3:3:0)

Examines current and emerging issues and trends impacting education to include demographic shifts; globalization; technology; data-based decision making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

II. COURSE LEARNER OUTCOMES/OBJECTIVES

Students completing the course successfully will be able to:

- Access and manipulate GIS sites to retrieve and analyze demographic data.
- Convey an understanding of demographic changes that have occurred and are projected to occur in America including forces affecting the changing racial map, population shifts, cultural and generation gaps and their impact on education.
- Analyze and explain research about education gaps related to race/ethnicity, disability, SES, or dominant language.
- Apply knowledge of opportunity and achievement gaps and closing interventions to school setting in at least one of the areas of race/ethnicity, disability, SES, or dominant language.
- Consider the number of challenges school leaders typically face when managing staff and students.

III. COURSE DELIVERY METHOD

This course will be delivered in a hybrid format using a face-to-face, synchronous and asynchronous online formats 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 site will be available on September 5, 2021.

The expectation for face-to-face Zoom class meetings requires students' full attention to course content, class discussion and engagement in the lesson. For your safety and well-being

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

On-line Course Expectations

Course Week: The course week will begin on Tuesday with our class and end on Monday. I will send out the reminders for each week. These will also be available in Blackboard.

Log-in Frequency: All students should participate live during our synchronous sessions. Students should make sure their camera is on. 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 several times a week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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. 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.

IV. Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - 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/

V. COURSE MATERIALS

Required Text and Supplemental Readings

- Frey, William H. (2018). *Diversity explosion: How new racial demographics are remaking America*. Washington, D.C., Brookings Institution Press.
- Assigned and additional source materials will be available on the Blackboard course site.

VI. COURSE CONTENT

During the course students will learn about (1) the demographic shifts about school populations that have led to changes in current and projected student bodies; (2) research that examines causes of opportunity and achievement gaps in American education; (3) interventions related to reducing opportunity and achievement gaps by race/ethnicity, SES, dominant language, or disability; (4) examining critical issues that occur in schools when managing staff and students as a school leader; and (5) explore instructional models, recruiting of professional and service personnel, funding and recent research on student achievement when influenced by the health pandemic.

VII. COURSE ALIGNMENT TO NATIONAL STANDARDS

The following Education Leadership Constituent Council (ELCC) standard elements are addressed in this course:

- ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.
- ELCC 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- ELCC 2.2:** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.
- ELCC 5.3:** Candidates understand and can safeguard the values of democracy, equity, and diversity.
- ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

VIII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

General Expectations

Consistent with the expectations of the Education Leadership Program, grading is based on student performance in assignments. Additionally, a significant portion of the class grade will be based on participation and the contribution you make to class discussion. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, work will be assessed using the following broad criteria:

- Application of concepts embedded in assigned readings and other materials and reinforced in class activities.
- The quality of analysis, synthesis, and application.
- The ability to write in a clear, concise, and organized fashion.

Specific Performances and Weights - The overall weights of the various performances are as follows:

Attendance, Class Participation & Small Group Work- 160 points

- Small Groups
 - Work # 1 – Intervention Program, October 26
 - Work #2 – Achievement Gap-Summer Intervention Program, October 26
 - Work #3 – Causes of Achievement and Opportunity Gaps, November 9
 - Work #4 – Managing Staff, November 30

Assignments – 200 points

- Assignment #1 Analysis of Changing Demographics – Due October 26 (100 pts)
- Assignment #2 Achievement and Opportunity Gaps Proposal – Due November 23 (100 pts)

Additional Assignments – 140 points

- Data Workshop (30 pts)
- Cultural Competency writing exercise (30 pts)
- 4 Ed Week Reflections (80 pts)

Submitting papers: All papers must be submitted on time, electronically via Blackboard.

Late work: Students' work is expected to be on time. It is also recognized that emergency and family issues do arise. Students are encouraged to keep pace with the timelines assigned and inform the instructor if they need additional time to complete assignments. Please take advantage of instructor availability to get assistance prior to assignment deadlines.

Grading Scale:

- A+ 500 points
- A 475-499 points
- A- 450-474 points
- B+ 435-449 points
- B 415-434 points
- B- 400-414points
- C 375-399 points
- F Below 375 points

Class Schedule
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To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard. Please note, that all assigned readings must be completed prior to the class meeting date. Note, specific details for assignment are included on the Blackboard site under Assignments.

| Week/Date | Lesson | Activities & Assignments |
|---|---|---|
| Lesson #1 - September 7 Asynchronous* | Diversity Explosion America's Racial Map | Read: Frey, Chapters 1 & 3 Data Workshop: American Community Survey GIS Exercise (Post statistics and 3 questions on discussion board) • Map Ed Demonstration Video and Exercise (Steps 1 & 2) Ed Week Article Reflection #1 |
| Lesson #2 - September 14 Synchronous | Orientation | Pre-course Survey Syllabus Review Introduction and Discussion of Contemporary Issues in Education Leadership - instructional models, recruitment of personnel, funding, and education during the health pandemic Instructor will assign Frey, Chapters 4 to 7 (Due Week 4) and 8-12 (Due Week 5) for Presentation and Discussion Board |
| Lesson #3 - September 21 Asynchronous* | The Cultural Generation Gap | Read: Frey, Chapter 2 Median Age Race Groups Chart in 2010 Paul Taylor Lecture at Pew Research Center Video Current Living Generations Audio Cultural Competency Readings and Writing Exercise Ed Week Article Reflection #2 |

| Week/Date | Lesson | Activities & Assignments |
|--|------------------------------------|---|
| <p>Lesson #4 – September 28</p> <p>Synchronous</p> | <p>Population Shifts</p> | <p>Read: Frey, Chapters 4-7</p> <p>Read Assigned Frey Chapter (from Week 2) and Corresponding Article to the Chapter – Write a summary to post on discussion board and comment on classmate’s chapter/article summaries</p> <p>From Week 2 Find Your School District/Division – Comment on Classmate’s Statistics and 3 Questions on Discussion Board</p> <p>Video & in Class Discussion: The Battle of Busing and Separate and Unequal</p> |
| <p>Lesson #5 – October 5</p> <p>Asynchronous*</p> | <p>Our Kids</p> | <p>Listen and write a response to post on discussion board:</p> <p>Our Kids: Narrowing the Opportunity Gap (7 minutes)</p> <p>https://www.ourkidsseries.org/</p> <ul style="list-style-type: none"> • Respond to question on discussion board: What issues are addressed? • Respond to this statement on discussion board: “Some kids are not born to do great things.” <p>Listen and write a response to post on discussion board:</p> <p>The Our Kids O’Hare Seminar (54 minutes)</p> <p>https://vimeo.com/322356201</p> <ul style="list-style-type: none"> • What 3 key take-aways are actionable as recommendations for closing the opportunity gap? <p>Ed Week Article Reflection #3</p> |
| <p>Lesson #6 – October 19</p> <p>In Person Class</p> <p>Alexandria City High School Room A209</p> | <p>How and Where We Live</p> | <p>Guest Speaker</p> <p>Read: Frey, Chapters 8-12</p> <p>Read Assigned Frey Chapter (8-12) - from Week 2 - Write a summary to post on discussion board and comment on classmate’s chapter/article summaries</p> <p>ASSIGNMENT #1 DUE OCTOBER 26</p> |
| <p>Lesson #7 – October 26</p> <p>Synchronous</p> | <p>VDOE School Quality Profile</p> | <p>Small Group Work # 1: Design a Summer Intervention Program</p> <p>Small Group Work #2: Achievement Gap</p> <p>Assignment #1 Analysis of Changing Demographics due</p> |

| Week/Date | Lesson | Activities & Assignments |
|--|---------------------------|--|
| <p>Lesson #8 – November 2 Asynchronous*</p> | <p>The Nature of Gaps</p> | <p>Achievement and Opportunity Gap Videos</p> <p>Read: West, J. E., & Whitby, P. J. S. (2008). Federal policy and the education of students with disabilities: Progress and the path forward. <i>Focus on Exceptional Children</i>, 41(3).</p> <p>Ladson-Billings, G. (2006). From the achievement gap to the education debt:</p> <p>Chapters 1 and 2 from Carter, P. L., & Welner, K. G. (Eds.). (2013). <i>Closing the opportunity gap</i>. Oxford University Press.</p> <p>Restoring Opportunity Website – Youtube, 3 Videos</p> <p>Ed Week Article Reflection #4</p> |
| <p>Lesson #9 – November 9 Synchronous</p> | <p>Narrowing Gaps</p> | <p>Guest Speaker</p> <p>Small Group Work #3: Causes of Achievement and Opportunity Gaps: Compile a list of what learned to be the causes of opportunity and achievement gaps</p> |
| <p>Lesson #10 – November 16 Synchronous</p> | <p>Case Study</p> | <p>Read:</p> <p>Gorski (2019), Avoiding racial equity detours. <i>Educational Leadership</i>, 74(7), 56-61.</p> <p>Milner, H.R. (2020). How to really close opportunity gaps during our national racial reckoning. <i>Education Week</i>.</p> <p>Case Study</p> <p>ASSIGNMENT #2 DUE NOVEMBER 23</p> |
| <p>Lesson #11 – November 23 In Person Class Alexandria City High School Room A209</p> | | <p>In Class Discussion:</p> <ul style="list-style-type: none"> • Bullying PowerPoint • Bullying Scenario <p>Assignment #2 Achievement and Opportunity Gaps Proposal due</p> <p>Presentations Group 1</p> |
| <p>Lesson #12 – November 30 In Person Class Alexandria City High School Room A209</p> | | <p>Small Group Work #4: Managing Staff</p> <p>Course Feedback Survey</p> <p>Presentations Group 2</p> |

NOTE: Sept. 7, Sept. 21, Oct. 5, & Nov. 2 class lessons will be asynchronous as denoted with asterisk (*) above

Assignment #1: Analysis of Changing Demographics
Due October 26 - (100 points)

Rationale

It is important that school leaders understand the demographic changes that are occurring and are projected to occur in the nation, their state, their school district/division and their school. This assignment requires that you demonstrate your grasp of the demographics of your school or school district/division, compare them to the state, project demographic changes based on trends in your school district/division or school, and describe what needs to be done instructionally to meet the needs implied by the current and future demographics.

Tasks

1. Select the data from credible sources that you will use.
2. Write a paper of 8-10 pages that includes these elements:
 - An introduction that describes what needs to be done instructionally to meet the needs implied by the current and future demographics and foreshadows what you will do to support the needs, to include the demographic data.
 - A description of the changing demographics of your school district/division or school to include:
 - a rationale for presenting the data you selected (i.e., why they were important)
 - comparisons with previous years, and with similarly situated schools, the state and/or the nation
 - A description of your projections of the future demographics of your school district/division or school, including figure(s) or table(s) displaying past, current, and future demographic data.
 - An analysis of the demographic data and their implications for education in your school district/division or school to include recommendations for improvement.
 - A conclusion that summarizes and supports your position.

Analysis of Changing Demographics Assessment Rubric/Guide

| Criteria (Points) | Levels of Achievement | | | |
|--|--|--|---|---|
| | Exceeds Expectations 90 to 100% | Meets Expectations 80 to 89% | Approaching Expectations 70 to 79% | Below Expectations 0 to 69% |
| <i>Introduction</i> The introduction orients the reader to the purpose of the paper and their position | The introduction draws the reader into the paper effectively. The author is clear and foreshadows the data and how it will be used to support their position. | The introduction orients the reader to the paper, but the position taken is unclear, or the author has not foreshadowed how the position will be supported. | The introduction orients the reader to the paper, but the position is unclear, <i>and</i> the author has not foreshadowed how the position will be supported. | The introduction is missing or unintelligible. |
| <i>Description of the data</i> The data set the stage for the analysis | The author makes clear why the data were selected, why the sources are credible and what the reader should note in the table(s) and/or figure(s). The data include past demographics, current demographics and projected demographics. | The author leaves unclear why the data were selected, why the sources are credible, or omits past, current, or projected demographics. | The author leaves unclear why the data were selected <i>and</i> why the sources are credible. | The description of data is missing. |
| <i>Presentation of data</i> The written description of data is illustrated in a table(s) and/or figure(s) | The table(s) and/or figure(s) follow logically from the text and enhance the reader's understanding of what the author presented in writing. | The table(s) and/or figure(s) follow logically from the text but fail to enhance the reader's understanding of what the author presented in writing. | The table(s) and/or figure(s) do not follow logically from the text. | The table(s) and/or figure(s) are absent. |
| <i>Analysis & Recommendations</i> The analysis of the data indicates their implications for a school district/division or a school. | The author states clearly and logically the implications for the school district/division or school of the data analyzed. Includes recommendations for improvement. | The author states but leaves somewhat unclear the implications of the data for the school district/division or school. Includes some recommendations for improvement. | The analysis is present but fails to account for the implications for the school district/division or school. Recommendations are unclear. | The analysis and recommendations are absent. |
| <i>Conclusion</i> The conclusion finishes the paper by summarizing and supporting the position taken and what the author learned. | The conclusion follows logically from the analysis, includes a re-worded statement of the position, and summarizes clearly how the analysis of the data supports the position. | The conclusion follows logically from the analysis but does not include either a re-worded statement of the position or a clear summary of how the analysis of the data supports the position. | The conclusion follows logically from the analysis, but includes neither a re-worded statement of the position nor a clear summary of how the analysis of the data supports the position. | The conclusion is illogical or absent. |
| <i>Mechanics and APA</i> Your written work should always represent you as accurate and precise. | The paper is nearly error-free and reflects clear understanding of APA format. | The paper contains either writing errors (e.g., spelling, grammar, questionable word choices) or APA errors. | The paper contains writing errors (e.g., spelling, grammar, questionable word choices) and APA errors. | The paper is difficult to understand because of issues related to clarity and correctness of writing. |

Assignment #2: Achievement and Opportunity Gaps Proposal Due November 23 - (100 points)

Rationale

Part of being an effective school leader is effectively advocating for your students, teachers and families. This includes high-level of competence in presenting information that convinces others to devote resources and attention to issues important to your school. In this assignment, you will be preparing a proposal that communicates a problem in your school that deserves more attention, including an opportunity gap perspective on the problem, with suggestions based on class readings, research, and/or trustworthy sources for how to close the opportunity gap. You can structure this proposal in a variety of formats including:

- a document (e.g., Word, docs).
- a presentation (e.g., PowerPoint, sheets). Note that you will not be presenting this presentation, it will exist as a document alone.
- an alternate format of your choosing (e.g., padlet).

This proposal also will push you to base the plan of action on findings from credible sources, including peer-reviewed research articles and Assignment 1. Often educators tend to react quickly and base plans of actions on traditional ways of operating or prior experiences. This proposal will be an exercise in basing future actions more purposefully, based on effective research and data.

Tasks

1. Identify the opportunity gap you want to address. You may select from among gaps associated with differences in performance based on race/ethnicity, socio-economic status, dominant language, or disability.
2. Select the sources on which you will rely. These sources may include class readings, peer-reviewed research articles, or trustworthy sources including reports from university research centers, non-partisan think tanks, and professional organizations like ASCD. Include 5 or more credible sources.
3. Create a white paper or presentation that could be sent to an important stakeholder group such as school division leaders, families, community groups and/or a funding organization. Format the proposal to include the following elements:
 - An **introduction** that identifies, explains, and justifies the opportunity gap you have selected based on your analysis of the demographic data you obtained in Assignment 1, state what needs to be done instructionally to meet the needs implied by the current and future demographics and foreshadows what you will do to support the needs, the causes of the opportunity gap and what might be done to narrow it.
 - Synthesize the credible sources you have chosen to include a brief **literature review** that supports the potential intervention(s) for narrowing the gap.

- A **rationale** for and the implementation of one or more interventions to narrow the opportunity gap (i.e., why this intervention would narrow the gap and how).
- A proposed **plan of action** for how you would implement the intervention to include:
 - Who will receive the intervention?
 - Who will conduct the intervention?
 - How the intervention will be conducted (e.g., what will those conducting the intervention do and how often, and what will the students do and how often?)
 - What recommendations would you suggest as solutions for narrowing the gap(s)?
- A **conclusion** that restates the opportunity gap you have identified, what needs to be done instructionally to meet the needs implied by the current and future demographics and summarizes how the research/sources supports the intervention(s).

Achievement and Opportunity Gaps Proposal Rubric/Guide

| Criteria (Points) | Levels of Achievement | | | |
|--|--|---|---|---|
| | Exceeds Expectations 90 to 100% | Meets Expectations 80 to 89% | Approaching Expectations 70 to 79% | Below Expectations 0 to 69% |
| <p><i>Introduction</i> The introduction orients the reader to the purpose of the paper and presents the proposal's the need(s) for what needs to be done instructionally to meet the needs implied by the demographics and foreshadows</p> | The introduction is compelling and attention grabbing. The gap of interest is identified and justified on Assignment 1 data. The need is stated clearly and foreshadows what you will do to support the need(s). | The introduction orients the reader to the proposal, and identifies a justified gap, but the need(s) stated is unclear, <i>or</i> it does not foreshadow what you will do to support the need(s). | The introduction orients the reader to the proposal, but the need(s) stated are unclear, <i>and</i> it does not foreshadow what you will do to support the need(s). | The introduction is missing or unintelligible. |
| <p><i>Literature Review</i> The literature cited supports the identified need(s) or theory of action, regarding both causes and possible amelioration of the gap.</p> | The literature review is clearly organized in accordance with the identified need(s) and provides persuasive evidence to support the thesis or theory of action. | The literature review is either unclear or unsupported by the evidence. | The literature review is unclear <i>and</i> unsupported by the evidence. | The literature review is unintelligible. |
| <p><i>Quality of Sources</i> To support the identified need(s), the sources should be of high quality.</p> | The synthesis is based on a review of credible studies, largely from peer reviewed journals, but can also include other trustworthy sources. | The synthesis is based on a review of a mixture of credible and less credible sources. | The synthesis is based largely on a review of less credible sources. | The synthesis is based on inadequate sources. |
| <p><i>Quantity of Sources</i> The paper includes at least the minimum number of sources required.</p> | The synthesis relies on at least 5 or more sources. | The synthesis relies on fewer than 5 sources but 3-4 sources. | The synthesis relies on fewer than 3 sources but 1-2 sources. | The synthesis relies on no sources. |
| <p><i>Intervention(s) & Recommendations</i> The rationale and plan of action of the proposed intervention is persuasive and based on the sources.</p> | The rationale and plan of action of the proposed intervention(s) are compelling and clearly based on the cited sources. Recommendations for narrowing the gap are provided. | The rationale or plan of action is not compelling and not linked to the cited sources. Some recommendations for narrowing the gap are provided. | One of the two elements (rationale, plan of action) appear unrelated to the cited sources. Recommendations for narrowing the gap are unclear. | All of the elements are unrelated to the cited sources, or one or more elements is missing. Recommendations are not included. |
| <p><i>Conclusion</i> The conclusion restates the identified need(s) and summarizes the literature review and proposed intervention(s).</p> | The conclusion includes a clear restatement of the identified need(s) and a clear summary of the literature review and proposed intervention(s). | The conclusion includes an unclear restatement of the identified need(s) or an unclear summary of the synthesis literature review and proposed intervention(s). | The conclusion includes neither a clearly restatement of the identified need(s) nor an unclear summary of the synthesis literature review and proposed intervention(s). | The conclusion is absent or unintelligible. |
| <p><i>Proposal Style</i> The proposal is visually appealing and accessible for the intended audience.</p> | The proposal is clearly structured, will appeal visually to the intended audience, and is accessible. | The proposal is clearly structured but is difficult to access, visually unappealing (e.g., too busy, messy). | The proposal is not clearly structured and is difficult to access, visually unappealing (e.g., too busy, messy). | The proposal is of an inappropriate or unintelligible style. |
| <p><i>Mechanics and APA Citations</i> Your written work should always represent you as accurate and precise.</p> | The proposal is nearly error-free. APA citations for cited sources reflect a clear understanding of APA format. | The proposal contains either writing errors (e.g., spelling, grammar, questionable word choices) or APA errors. | The proposal contains writing errors (e.g., spelling, grammar, questionable word choices) and APA errors. | The proposal is difficult to understand because of issues related to writing. |

IX. 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 <http://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://ods.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 <http://coursessupport.gmu.edu/>.
- **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 information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>**

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

Plagiarism:

- Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; **a simple listing of books and articles is not sufficient.** Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)
- Plagiarism and the Honor Code: George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.
- Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics.
- If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/> .

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

Core Values Commitment: 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/>.

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.