

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

ECED 522.DL1 Developing Language, Literacy, and Communication  
of Diverse Infants and Toddlers  
3 Credits, Fall 2024, Online Bichronous  
10/21/2024-12/14/2024, Wednesdays/ 7:20 pm-10:00 pm

**Faculty**

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**Prerequisites**

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

**University Catalog Course Description**

Examines instructional strategies, resources, and technologies, including assistive technologies, to develop language, literacy, and communication of diverse infants and toddlers. Explores monolingual and multilingual language acquisition, cultural and linguistic diversity, and language delays and disorders. Focuses on the importance of adult-child interaction and the role of the family in children's language, literacy, and communication development. Note: Field experience required.

**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 October 21, 2024.

**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](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](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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our week will start on Monday and finish on Sunday.
- 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 four 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. Describe the complex nature of language and communication acquisition (e.g., developmental stages) as a precursor to literacy and the typical and atypical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics (i.e., use of language to get needs and wants met and use of functional communication for social interaction).
2. Describe the effects of disabling and at-risk conditions on the speech and language development of infants and toddlers, including dual language learners.
3. Describe the effects of cultural and linguistic diversity and English language acquisition for dual language learners on speech and language development in infants and toddlers.
4. Identify effective speech and language intervention methods for infants and toddlers, including dual language learners, experiencing disabling and at-risk conditions and their families.
5. Select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance learning for infants and toddlers and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.
6. Use strength-based language to discuss factors (e.g., social, cultural, linguistic, family, socioeconomic, affective, cognitive, and educational) that play a role in monolingual and multilingual language acquisition and literacy learning (reading and writing) in children with varied abilities and from diverse cultural, linguistic, and socioeconomic backgrounds.
7. Identify and discuss formal and informal assessment as screening, diagnostic, and progress monitoring measures of speech and language development.
8. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
9. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

### **Professional Standards**

Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

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

**Virginia Professional Studies Competencies**  
Language and Literacy

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

**Required Readings**

Readings for this course are posted to Blackboard.

**Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

McCauley, R., Fey, M., & Gillam, R. (2017). *Treatment of language disorders in children* (2nd ed.). Brookes ISBN: 9781598579796

Shanahan, T., & Lonigan, C. (2013). *Early childhood literacy: The national early literacy panel and beyond*. Brookes ISBN: 9781598571158

Vukelich, C., Enz, B., & Roskos, K. A., & Christie, J. (2020). *Helping young children learn language and literacy: Birth through kindergarten* (5th ed.). Pearson. ISBN: 9780134866598

**Course Performance Evaluation**

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

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	Ongoing	<b>25</b>
Language Delays and Effective Methods of Intervention Pamphlet and Presentation	May 23	<b>10</b>
Language and Literacy Annotated Bibliography	June 26	<b>10</b>
Embedded Vocabulary Instruction Plan	June 30	<b>15</b>
Language Analysis Project		<b>40</b>
• Part 1: Description of the Child	June 5	10
• Part 2: Embedded Interventions	June 24	10
• Part 3: Progress Monitoring and Fidelity of Implementation System	June 19	10
• Part 4: Class Presentation (DB)	June 20	10
<b>TOTAL</b>		<b>100</b>

• **Assignments and Examinations**

**Language Analysis Project (40 points)**

Students will select an infant or toddler with exceptional language learning needs and/or is a dual or multi language learner OR will use materials provided by the instructor. Students will collect and analyze information about the child’s background and language, literacy, and communication development. Students will use this information to recommend appropriate interventions to support the child’s language, literacy, and communication development.

***Part 1: Description of the Child (10 points)***

Students will write a three- to four-page description of the focus child that includes pertinent background information (e.g., age, gender, family members, linguistic and cultural background, nature of the exceptional language learning and/or dual language needs, etc.). Students will write a description of the child's language, literacy, and communication development and explain how they assessed the child, including:

- The approaches to assessment used (e.g., observations, play-based assessment, assessment during instructional interactions, etc.).
- The information gathered from others and from whom was it gathered (e.g., parent, caregiver, teacher, etc.)
- Describe and analyze the child's language, literacy, and communication development.
- Describe the impact of the interaction of culture and home language on the child's language development and communication.
- Discuss the ways in which exceptional and/or dual language needs interact with the child's use of language, literacy, and communication.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list using APA format.

***Part 2: Embedded Interventions (10 points)***

Based on the language, literacy, and communication analysis, students will identify a specific goal and outcome, and describe three embedded and naturalistic language strategies (e.g., modeling, expansions, environmental arrangement, mirror map) that support the child's communication, language, and later literacy development. Students will develop an activity matrix to identify how educators (e.g., parents, teachers) within the child's everyday environment will intentionally embed the naturalistic language strategies within everyday activities and routines. Students will also identify how they, as an educator (e.g., teacher, early intervention provider), will coach others (e.g., parents, teachers) to use the embedded language strategies during everyday routines through adult learning strategies (coaching) such as modeling, providing practice opportunities, providing feedback, problem solving, and reflection.

Students will cite current research from the course materials, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list using APA format.

***Part 3: Progress Monitoring and Fidelity of Implementation System (10 points)***

Students will identify and provide at least one copy of a progress monitoring system and fidelity of implementation system that can be used to monitor the child's language development. Students will include a description of the progress monitoring system(s) and the fidelity of implementation system by identifying how they will be used and who will collect the data, as well as the rationale for using them.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list using APA format.

***Part 4: Class Presentation (10 points)***

Students will present a brief overview of what they learned about their focus child (Part 1) and will share their recommendations from Parts 2 and 3.

**Language Delays and Effective Methods of Intervention Pamphlet and Presentation (10 points)**

Students will work with a partner to create a pamphlet about the language development of children with a specific delay, disorder, or medical condition. The pamphlet will include a brief description of the medical condition or disability, background information and research, possible effects on language and literacy development, suggested interventions promoting language and literacy development, issues and controversies, and professional and support organizations. Students will work together to create a recorded presentation and share it with their peers via the discussion board. Students will engage with one another by responding to each group and facilitating discussion within their own group.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list using APA format.

**Embedded Vocabulary Instruction Plan (15 points)**

Students will identify three to five children's books that are culturally, linguistically, and developmentally appropriate for diverse infants and toddlers and their families, with one book in a language other than English, and both of which are appropriate for dialogic reading (appropriate illustrations). The assignment will include the following information:

- Complete an accurate bibliographic information to include title, author, illustrator, copyright date, city of publication, and publisher.
- Clear and concise descriptions of high-quality books that include sufficient detail for readers to gain a clear understanding of (a) the content of the book (such as genre, repetitive phrases, rhyme, etc.) and (b) evidence of diversity
- For one of the books, students will identify:
  - Five tier-two target vocabulary that are illustrated in the book
  - A child friendly definition of each target vocabulary
- For the five tier-two target vocabulary identified, students will:
  - Complete the activity matrix template to identify how they will embed key vocabulary from the book into book reading (dialogic reading), a child directed activity, an adult directed activity, and a routine activity
  - Complete the UDL table to identify how access, participation, and inclusion will be promoted specifically within vocabulary instruction
  - Complete the MTSS table to identify how differentiated supports will be provided to attain the key vocabulary
  - Create a progress monitoring system
  - Create a fidelity of implementation system

### **Language and Literacy Annotated Bibliography (10 points)**

Students will work independently to identify five peer-reviewed publications related to early language and literacy development and/or intervention. For each publication, students should provide a one paragraph summary including the purpose, summary, and implications. All publications should be cited using APA format.

- **Other Requirements**

### **Attendance and Participation (25 points)**

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
  - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
  - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies

stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.

5. Inclusive ECE program participation policy:
  - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

### **Written Assignments**

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

Students will do the following:

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

### • **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = < 70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.



All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Field Accommodations**

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

**Use of Generative AI**

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

**Professional Dispositions**

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

**Class Schedule**

<b>Class Meeting Dates</b>	<b>Topics</b>	<b>Readings &amp; Assignments Due</b>
<b>Week 1 Oct 23</b>	Syllabus and Course Overview  Language Development in the Context of Families and Culture  Language Acquisition in the Infant and Toddler Years <ul style="list-style-type: none"> <li>• Stages of typical development</li> <li>• Atypical development in young children</li> </ul> Connection Between Language Acquisition and Other Developmental Domains	<a href="#"><i>Virginia’s Early Learning and Development Standards: Language, Communication, and Literacy</i></a>  Letting Children Take the Lead  Bb video resources (e.g., Early Language, The Word Gap, Still Face Experiment)  Autism Spectrum Disorder Resources

Class Meeting Dates	Topics	Readings & Assignments Due
	<ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Social and emotional development</li> </ul> <p>Language as the Foundation for Literacy</p> <ul style="list-style-type: none"> <li>• Phonetics</li> <li>• Semantics</li> <li>• Syntax</li> <li>• Morphology</li> <li>• Phonology</li> <li>• Pragmatics of Language <ul style="list-style-type: none"> <li>○ Use of language to get needs and wants met</li> <li>○ Use of functional communication for social interaction</li> </ul> </li> </ul>	<p>Instructor Presentation and Study Guide</p> <p>Sign up for presentation</p> <p><b>Due to Bb (5/16): In-Class Participation Activity</b></p>
<p><b>Week 2</b> <b>Oct 30</b></p>	<p>Language Delays and Effective Methods of Intervention Pamphlet and Presentation</p> <p>Language Rich Environments</p> <p>Curricula, Methodologies, and Materials</p> <ul style="list-style-type: none"> <li>• Evidence-based</li> <li>• Age-appropriate</li> <li>• Culturally relevant pedagogy</li> <li>• Multitiered Levels of Support</li> <li>• UDL</li> </ul>	<p>Zauche et al., 2016</p> <p>Greenwood et al., 2011</p> <p>Judge et al., 2010</p> <p>Coogle et al., 2021</p> <p>Review Frameworks for Response to Intervention in Early Childhood: Description and Implications DEC Recommended Practices</p> <p>Literacy Rich Environments Video</p> <p>ELO Example</p> <p>ELO Table</p> <p>Instructor Presentation and Study Guide</p> <p><b>Due to Bb (5/23): In-Class Participation Activity</b></p> <p><b>Due in class (5/23): Language Delays and Effective Methods of</b></p>

Class Meeting Dates	Topics	Readings & Assignments Due
		<b>Intervention Pamphlet and Presentation</b>
<b>Week 3 Nov 6</b>	Speech and Language Development Assessments <ul style="list-style-type: none"> <li>• Screening</li> <li>• Diagnostic</li> <li>• Progress monitoring</li> </ul>	<a href="#">A Guide to Assessment in Early Childhood by Washington State</a>  <a href="#">Technical Assistance Paper 4: Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curriculum in Early Head Start</a>  Instructor Presentation and Study Guide  <b>Due to Bb (5/30): In-Class Participation Activity</b>
<b>Week 4 Nov 13</b>	Effective Speech and Language Intervention Methods Early Language Interventions <ul style="list-style-type: none"> <li>• Routines-based intervention</li> <li>• Evidence-based practices</li> <li>• Responding to cultural and linguistic diversity</li> <li>• Interventions when working with families</li> </ul>	Instructor Presentation and Study Guide  ELOs Table  Kid Talk Tactics Manual  Coogle et al., 2014  Coogle et al., 2020  Lane et al., 2016  Embedded Instruction Video  ECTA Practice Checklists DEC Recommended Practices  <b>Due to Bb (6/5): In-Class Participation Activity</b>  <b>Due to Bb (6/5): Language Analysis Project Part 1: Description of the Child</b>

<b>Class Meeting Dates</b>	<b>Topics</b>	<b>Readings &amp; Assignments Due</b>
<b>Week 5 Nov 20</b>	Dual and Multi-Language Development <ul style="list-style-type: none"> <li>• Effects of cultural and linguistic diversity on language acquisition</li> <li>• Using strengths-based language to describe and discuss language development in young children</li> <li>• Reviewing language and literacy development and interventions</li> </ul>	Additional Bb Resources  Chen & Shire, 2011  Gillanders & Castro, 2011  <b>Due to Bb (6/13): Participation Activity</b>
<b>Week 6 Nov 27</b>  <b>No class, Thanksgiving Break</b>	Developing Language & Literacy Through Children's Literature <ul style="list-style-type: none"> <li>• Supporting and enhancing speech and language development</li> <li>• Representing cultural and linguistic diversity in literature</li> <li>• Using appropriate methodologies materials to enhance student learning</li> </ul>	Flynn, 2011  Instructor Presentation and Study Guide <b>Due to Bb (6/19): Language Analysis Project Part 3: Progress Monitoring and Fidelity of Implementation System</b>  <b>Due in Class (6/20): Language Analysis Project Part 4: Class Presentation</b>
<b>Week 7 Dec 4</b>		<b>Due to Bb (6/24): Language Analysis Project Part 2: Embedded Interventions</b>  <b>Due to Bb (6/26): Language and Literacy Annotated Bibliography</b>  <b>Due to Bb (6/30): Embedded Vocabulary Instruction Plan</b>

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 Mason’s Academic Standards (see <https://academicstandards.gmu.edu/>).
- 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.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>).

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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

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