

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

ECED 422.DL1 Developing Language, Literacy, and Communication  
of Diverse Infants and Toddlers  
3 Credits, Fall 2020  
08/24/2020 – 12/16/2020, Tuesdays/ 4:30 – 7:10 pm  
Online Synchronous

**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.

**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 August 24, 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](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 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. 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** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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 Texts**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615
- McCauley, R., Fey, M., & Gillam, R. (2017). *Treatment of language disorders in children* (2nd ed.). Baltimore, MD: Brookes ISBN: 9781598579796
- Vukelich, C., Enz, B., & Roskos, K. A., & Christie, J. (2020). *Helping young children learn language and literacy: Birth through kindergarten* (5th ed.), Boston, MA: Pearson. ISBN: 9780134866598

**Recommended Texts**

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

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20/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 Presentations	Sept 14	<b>10</b>
Embedded Vocabulary Instruction Plan	Nov 30	<b>15</b>
Language Analysis Project		<b>50</b>
• Part 1: Description of the Child	Sept 28	15
• Part 2: Embedded Interventions	Nov 2	15
• Part 3: Progress Monitoring and Fidelity of Implementation System	Nov 16	10
• Part 4: Class Presentation	Dec 7	10
<b>TOTAL</b>		<b>100</b>

- **Assignments and Examinations**

### **Language Analysis Project (50 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. They will collect and analyze information about the child's background and language, literacy, and communication development. They will use this information to recommend appropriate interventions and educational apps to support the child's language, literacy, and communication development.

#### ***Part 1: Description of the Child (15 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 (15 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 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 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 and will share their recommendations from Parts 2 and 3.

**Language Delays and Suggested Interventions 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.

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-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

- **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 are to be used 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 and presentation. The American Psychological Association, Sixth 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. Portions of the APA manual appear at the Style Manuals link on the Mason library website at <http://infoguides.gmu.edu/content.php?pid=39979>. 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 Policies**

A+ = 98 – 100    A = 93 – 97    A- = 90 – 92    B+ = 87 – 89    B = 83 – 86    B- = 80 – 82  
 C+ = 77 – 79    C = 73 – 76    C- = 70 – 72    D = 60 – 69    F = < 60

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 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**

<b>Date</b>	<b>Topics</b>	<b>Readings &amp; Assignments Due</b>
<b>Aug 25- 31</b>	Syllabus and Course Overview	Vukelich et al., Chapters 1, 3
<b>Aug 25</b> <b>Synchronous class meeting</b>	Language Development in the Context of Families and Culture	<b>Due to Bb by 8/31 – Participation Activity</b>
<b>Sept 1-7</b>	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>	Vukelich et al., Chapter 4 <b>Due to Bb by 9/7 – Participation Activity</b>
<b>Sept 8-14</b>	Connection Between Language Acquisition and Other Developmental Domains <ul style="list-style-type: none"> <li>• Cognitive development</li> <li>• Social and emotional development</li> </ul>	Zauche, Thul, Mahoney, & Stapel-Wax, 2016 <u>Recommended Reading</u> Shanahan & Lonigan, Chapter 4 <b>Due to Bb by 9/14 – Language Delays and Effective Methods of Intervention Presentations</b>



		<b>Due to Bb by 9/14 – Participation Activity</b>
<b>Sept 15-21</b>	<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><u>Required Readings</u> Vukelich et al., Chapter 5</p> <p><b>Due to Bb by 9/21 – Participation Activity</b></p>
<b>Sept 22-28</b>	Language Rich Environments	<p>Vukelich et al., Chapter 3</p> <p><b>Due to Bb by 9/28 – Language Analysis Project Part 1: Description of the Child</b></p> <p><b>Due to Bb by 9/28 – Participation Activity</b></p>
<p><b>Sept 29-Oct 5</b></p> <p><b>Sept 29 Synchronous class meeting</b></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>McCauley et al, Chapter 1, 13</p> <p>Vukelich et al., Chapters 1, 2, 3</p> <p>Greenwood, Bradfield, Kaminski, Linas, Carta, Nylander, 2011</p> <p>Review Frameworks for Response to Intervention in Early Childhood: Description and Implications</p> <p><u>Recommended Readings</u> Shanahan &amp; Lonigan, Chapters 1, 4, 10</p> <p><b>Due to Bb by 10/5 – Participation Activity</b></p>
<b>Oct 6-12</b>	<p>Speech and Language Development Assessments</p> <ul style="list-style-type: none"> <li>• Screening</li> <li>• Diagnostic</li> <li>• Progress monitoring</li> </ul>	<p>A Guide to Assessment in Early Childhood by Washington State</p> <p>Technical Assistance Paper 4: Developmental Screening, Assessment, and Evaluation: Key</p>

		<p>Elements for Individualizing Curriculum in Early Head Start</p> <p>Vukelich et al., Chapter 9</p> <p><b>Due to Bb by 10/12 – Participation Activity</b></p>
<b>Oct 13-19</b>	Fall Break – No Class Meeting	
<p><b>Oct 20-26</b></p> <p><b>Oct 20</b> <b>Synchronous class meeting</b></p>	<p>Effective Speech and Language Intervention Methods</p> <p>Early Language Interventions</p> <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>• Supporting and enhancing speech and language development</li> <li>• Interventions when working with families</li> </ul>	<p>Coogle, Floyd, Hanline, &amp; Kellner-Hiczewski, 2014</p> <p>Kaiser &amp; Roberts, 2011</p> <p>McCauley et al., Chapters 2, 3, 14</p> <p><b>Due to Bb by 10/26 – Participation Activity</b></p>
<b>Oct 27-Nov 2</b>	<p>Early Language Interventions cont.</p> <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>• Supporting and enhancing speech and language development</li> <li>• Interventions when working with families</li> </ul>	<p>McCauley et al., Chapters 4, 5</p> <p><b>Due to Bb by 11/2 – Language Analysis Project Part 2: Embedded Interventions</b></p> <p><b>Due to Bb by 11/2 – Participation Activity</b></p>
<p><b>Nov 3-9</b></p> <p><b>Nov 3</b> <b>University Closed</b></p>	<p>Augmentative/Assistive/Alternative Technology Investigation/Exploration</p> <p>Media and contemporary technologies</p> <p>Using technology to support language acquisition</p>	<p>McCauley et al., Chapters 6, 10</p> <p>Judge, Floyd, Woods-Fields, 2010</p> <p><b>Due to Bb by 11/9 – Participation Activity</b></p>
<p><b>Nov 10-16</b></p> <p><b>Nov 10</b></p>	<p>Developing Language &amp; Literacy through Children’s Literature</p> <ul style="list-style-type: none"> <li>• Representing cultural and linguistic diversity in literature</li> </ul>	<p>Vukelich et al., Chapters 6, 7, 8</p> <p>McCauley et al., Chapters 7, 8, 11, 12</p>

<b>Synchronous class meeting</b>	<ul style="list-style-type: none"> <li>Using appropriate methodologies materials to enhance student learning</li> </ul>	<p>Flynn, 2011</p> <p><u>Recommended Readings</u> Shanahan &amp; Lonigan, Chapters 5, 6, 8, 11</p> <p><b>Due to Bb by 11/16 – Language Analysis Project Part 3: Progress Monitoring and Fidelity of Implementation System</b></p> <p><b>Due to Bb by 11/16 – Participation Activity</b></p>
<b>Nov 17-23</b>	<p>Dual and Multi-Language Development</p> <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>	<p>Vukelich et al., Chapter 1 (pg. 16-17) Chapter 4 (pg. 94)</p> <p>McCauley et al., Chapter 9</p> <p><u>Required Readings</u> Chen, Shire, 2011</p> <p>Gillanders, Castro, 2011</p> <p><b>Due to Bb by 11/23 – Participation Activity</b></p>
<b>Nov 24-30</b>	<p>Independent or peer review on language analysis projects</p>	<p><b>Due to Bb by 11/30 – Embedded Vocabulary Instruction Plan</b></p>
<b>Dec 1-7</b> <b>Dec 1</b> <b>Synchronous class meeting</b>	<p>Language Analysis Project Presentations</p>	<p><b>Due to Bb by 12/7– Language Analysis Project Part 4: Class Presentation</b></p>

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/VIA should be directed to [tk20help@gmu.edu](mailto: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](mailto:titleix@gmu.edu).

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