

George Mason University
College of Education and Human Development
Literacy Program

EDRD 643.6L8 – Foundations of Literacy Instruction: Meaning-Based Skills
3 credits, Spring 2024
Wednesdays 5:00-7:10 (Hybrid)
Signal Hall Room 209– Loudoun Campus

Faculty

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Prerequisites/Corequisites

none

University Catalog Course Description

Explores the complex nature of language and its connection to comprehension, vocabulary, and writing for meaning. Examines research-based instruction and assessment practices to support students' ability to comprehend and compose.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid (2-75% online) format. Please see the class schedule for specific dates for each format.

Face-to-Face class meetings: Wednesdays, 5:00-7:10 p.m.

Synchronous class meetings: Wednesdays, 5:00-7:10 pm, Zoom. Synchronous online attendance. You are expected to log into the online session (link will be provided) and be prepared to begin class at 5:00. Please test your computer equipment in advance to participate.

Asynchronous classes: Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Asynchronous weeks will start on Thursday (immediately following the prior week's class) and end on Wednesday on the date indicated in the class schedule. All online tasks and assignments are due by 11:59 p.m. on the date in the schedule.

One unit of credit normally represents one hour in the physical classroom environment and a minimum of two hours of out-of-class work; or one hour of recitation; or not fewer than two hours of laboratory work, per week throughout a 15-week semester.

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/Ultra/Getting_Started/Browser_Support
- 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 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/
- All students can request a Zoom account from ITU, <https://its.gmu.edu/> to facilitate online communication with one another and with the instructor.

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursday, and finish on Wednesday.
- 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 3 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 that 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. Explain meaning-based components of literacy (e.g., comprehension, background knowledge, vocabulary, language structures, verbal reasoning, and literary knowledge).
2. Explain evidence-based elements of writing purposes, processes, and writing skills (e.g., genre writing, usage, and mechanics).
3. Describe strategies for supporting visual, digital, and disciplinary literacy.
4. Identify effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
5. Identify research-based instructional and assessment practices to meet the needs of all students.

Professional Standards

Upon completion of this course, students will have addressed the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
- 1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.
- 1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.
- 5.3 Candidates develop, lead the implementation of, and evaluate policy for the integration of digital technologies in appropriate, safe, and effective ways, and assist teachers in these efforts.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy.
- 2c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects.
- 2e. Demonstrate the ability to promote creative thinking and expression, such as through

- storytelling, drama, and choral and oral reading.
- 2f. Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to, media messages and to facilitate their proficiency in using various forms of media to collaborate and communicate.
 - 3.b Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships.
 - 3c. Demonstrate expertise in strategies to increase vocabulary.
 - 3d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development.
 - 3e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
 - 3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
 - 3g. Demonstrate the ability to develop comprehension skills in all content areas.
 - 3h. Demonstrate the ability to foster appreciation of a variety of literature.
 - 3i. Understand the importance of promoting independent reading and reading strategically through a variety of means including by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels.
 - 3j. Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
 - 4a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.
 - 4c. Demonstrate expertise to teach the writing process: plan, draft, revise, edit, and share in the narrative, descriptive, and explanative modes.
 - 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
 - 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

Gelzheiser, L. M., Scanlon, D. M., Hallgren-Flynn, L., & Connors, P. (2019). *Comprehensive reading intervention in grades 3-8: Fostering word learning comprehension and motivation*. The Guilford Press.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Publishing.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2017). *Early intervention for reading difficulties: The interactive strategies approach* (2nd ed.). The Guilford Press.

Additional readings will be made available on Blackboard and through GMU Library databases.

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).

- **Assignments and/or Examinations** (See Blackboard for guidelines and rubrics for all assignments.)

1. Course Engagement (30%)

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities whether online or face-to-face. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

In addition to participating in face-to-face and synchronous class meetings, throughout the semester you will complete some asynchronous modules that involve an array of activities designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Wednesday (see the class schedule for specific dates). Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed.

In this course, all modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will *absorb* key knowledge. Then, you will have opportunities to practice, explore, and discover as you *do* something with what you are learning. Finally, you will be asked to *connect* what you are learning to your prior learning and current work.

For each module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each module.

2. Lesson Planning: (20%)

The purpose of this assignment is to demonstrate your knowledge of how to design a lesson that targets instruction for learners with diverse learning needs. You will develop one detailed, scripted lesson plan that includes formative assessments, explicit instruction, guided practice, and independent practice.

3. Mid-Term Exam (25%)

There will be a midterm exam. Material will come from assigned readings and class notes. The exam may include multiple choice, short answer, and/or essay questions. The purpose of this assignment is to help prepare you for the licensure exam you must complete at the end of your program in order to be licensed as a reading specialist.

4. Final Exam (25%)

There will be a final exam. Material will come from assigned readings and class notes. The exam may include multiple choice, short answer, and/or essay questions. The purpose of this assignment is to help prepare you for the licensure exam you must complete at the end of your program in order to be licensed as a reading specialist.

- **Other Requirements**

Assignment Guidelines

All assignments should be submitted by 11:59 p.m. on the date noted in the class schedule. Unless arrangements have been made beforehand with your instructor, 5% of the total points will be deducted from graded assignments for *each* day they are submitted late.

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

When submitting electronic files, please include your name as part of the file name (ex: JANEDOELessonPlan1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, licensure exam registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale

Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

Literacy students must re-take any licensure course in which they receive a grade of C or lower (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Scanlon et al. = *Early Intervention for Reading Difficulties*

Gelzheiser et al. = *Comprehensive Reading Intervention in Grades 3-8*

Moats = *Speech to Print*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Due</u>
Week 1 Jan. 18-24 Async.	Course Overview Introduction to Meaning –Based Skills. Review- Foundations of a Comprehensive Approach to Literacy	– Gelzheiser et al., Ch. 1, 2, 3, & 10	Complete all module assignments.
Jan. 23	Last Day to Add Classes		
Week 2 Jan. 24 F2F	Oral Language Development & Knowledge Development	– Gelzheiser et al., Ch. 11 & 13 – Scanlon et al., Ch. 14, 15 & 16	Complete all module assignments.
Jan. 30	Last Day to Drop Classes with 100% Tuition Refund		
Feb. 6	Last Day to Drop Classes with 50% Tuition Refund		
Week 3 Jan. 31	Vocabulary Development & Morphology	– Moats, Ch. 5 – Gelzheiser et al., Ch. 12 – Scanlon et al., Ch. 11	Complete all module assignments.

F2F			
Week 4 Feb. 1-7 Async.	Vocabulary Instruction	<ul style="list-style-type: none"> – Bhattacharya, A. (2020). Syllabic versus morphemic analyses: Teaching multisyllabic word reading to older struggling readers. <i>Journal of Adolescent & Adult Literacy</i>, 63(5), 491–497. https://doi.org/10.1002/jaal.984 – Hiebert, E. H. (2020). The core vocabulary: The foundation of proficient comprehension. <i>Reading Teacher</i>, 73(6), 757–768. https://doi-org.mutex.gmu.edu/10.1002/tr.1894 – Manyak, P. C., Manyak, A., & Kappus, E. M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. <i>Reading Teacher</i>, 75(1), 27–39. https://doi-org.mutex.gmu.edu/10.1002/tr.2010 – Additional article choice 	Complete all module assignments.
Week 5 Feb. 8-14 Async.	Syntax Knowledge	– Moats, Ch. 6	Complete all module assignments.
Feb. 20	Last Day to Withdraw from Classes (No Tuition Refund)		
Week 6 Feb. 21 F2F	Semantics	– Moats, Ch. 7	Complete all module assignments.
Week 7 Feb. 21-28 Async.	Midterm Exam	– none	Mid Term Exam

MASON SPRING BREAK

March 4-10

<p>Week 8 March 13 Sync.</p>	<p>The multidimensionality of reading comprehension</p> <p>Levels of comprehension</p>	<ul style="list-style-type: none"> – Catts, H. W. (2022). Rethinking how to promote reading comprehension. <i>American Educator</i>, 45(4), 26. https://www.aft.org/ae/winter2021-2022/catts – Cervetti, G., (2020) The nature and development of reading for understanding in Pearson, P. D., Palincsar, A. S., Biancarosa, G., & Berman, A. I. (Eds.). (2020). <i>Reaping the Rewards of the Reading for Understanding Initiative</i> (pp. 41-63). Washington, DC: National Academy of Education. https://naeducation.org/reaping-the-rewards-of-reading-for-understanding-initiative/ – Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. <i>Reading Teacher</i>, 74(6), 663–672. https://doi-org.mutex.gmu.edu/10.1002/tr.1993 	<p>Complete all module assignments.</p>
<p>Week 9 March 20 F2F</p>	<p>Expanding Text Comprehension</p> <p>Visual literacy</p> <p>Digital Literacy</p> <p>Disciplinary Literacy</p>	<ul style="list-style-type: none"> – Botzakis, S., DeHart, J., Connors, S.P. (2017). Graphic texts and visual literacies in reading comprehension. In S.E. Israel (Ed.), <i>Handbook of research on reading comprehension</i> (2nd ed., pp. 442-456). The Guilford Press. – Colwell, J., Hutchison, A., & Woodward, L. (2022). Digitally supported disciplinary literacy in elementary instruction. 	<p>Complete all module assignments.</p>

		<p><i>Reading Teacher</i>, 75(4), 463–474. https://doi-org.mutex.gmu.edu/10.1002/tr.tr.2070</p> <p>– Additional article choice</p>	
<p>Week 10 March 21-27 Async.</p>	<p>The reader: Factors that impact reading comprehension.</p>	<p>– Cervetti, G. N., & Pearson, P. D. (2023). Disciplinary reading, action, and social change. <i>Reading Teacher</i>, 76(6), 740–746. https://doi-org.mutex.gmu.edu/10.1002/tr.tr.2196</p> <p>– Fang, Z. & Schleppegrell, M. J. (2010). Disciplinary literacies across content areas: Supporting secondary reading through functional language analysis. <i>Journal of Adolescent & Adult Literacy</i>, 53(7), 587–597. https://doi-org.mutex.gmu.edu/10.1598/JAAL.53.7.6</p> <p>– Mesmer, H. A., & Rose-McCully, M. M. (2018). A closer look at close reading: Three under-the-radar skills needed to comprehend sentences. <i>Reading Teacher</i>, 71(4), 451–461. https://doi-org.mutex.gmu.edu/10.1002/tr.tr.1639</p> <p>– Svrcek, N. S., & Abugasea Heidt, M. (2022). Beyond levels and labels: applying self-determination theory to support readers. <i>Literacy</i>, 56(4), 311–326. https://doi-org.mutex.gmu.edu/10.1111/li.t.12286</p> <p>– Additional article choice</p>	<p>Complete all module assignments.</p>
<p>Week 11 April 3</p>	<p>The Text: Factors that impact reading comprehension.</p>	<p>– Bruner, L., & Hutchison, A. (2023). Rethinking text features in the digital age:</p>	<p>Complete all module assignments.</p>

<p>F2F</p>		<p>Teaching elementary students to navigate digital stories, websites, and videos. <i>Reading Teacher</i>, 76(6), 747–756. https://doi-org.mutex.gmu.edu/10.1002/tr.2197</p> <ul style="list-style-type: none"> – Duke, N. K., & Martin, N. M. (2023). Best practices for developing comprehension across genres. In L. Morrow, E. Morrell, & H.K. Casey, (Eds.) <i>Best practices in literacy instruction</i> (7th ed., pp. 257–273). Guilford. – Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & Strong, J. Z. (2019). An exploration of text difficulty and knowledge support on adolescents’ comprehension. <i>Reading Research Quarterly</i>, 54(4), 457–479. https://doi-org.mutex.gmu.edu/10.1002/rrq.247 – Additional article choice 	
<p>Week 12 April 4-10 Async.</p>	<p>The context: Creating environments and choosing tasks that support comprehension.</p>	<ul style="list-style-type: none"> – Gelzheiser et al, Ch. 14, 15, & 16 – Lupo, S., Strong., J., Lewis, W., Walpole, S., & McKenna, M. (2018). Building background knowledge through reading: Rethinking text sets. <i>Journal of Adolescent and Adult Literacy</i>, 61(4), 433-444. https://doi.org/10.1002/jaal.701 	<p>Complete all module assignments.</p>
<p>Week 13 April 17 F2F</p>	<p>Writing development and instruction</p>	<ul style="list-style-type: none"> – Graham, S., Kim, Y.-S., Cao, Y., Lee, W., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H. Q., & Olson, C. B. (2023). A Meta-Analysis of writing treatments for students in grades 6–12. <i>Journal of</i> 	<p>Complete all module assignments. Lesson Plan due</p>

		<p><i>Educational Psychology</i>, 115(7), 1004–1027. https://doi-org.mutex.gmu.edu/10.1037/edu0000819</p> <ul style="list-style-type: none"> – Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012/2018). <i>Teaching elementary school students to be effective writers: A practice guide</i> (NCEE 2012-4058). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/ – International Literacy Association. (2020). <i>Teaching writing to improve reading skills</i> [Research advisory]. https://literacyworldwide.org/get-resources/position-statements – Additional article choice 	
<p>Week 14 Apr. 24 SYNC</p>	<p>Reading, Writing and Discussion strategies</p>	<ul style="list-style-type: none"> – Gabriel, R., Wenz, C., & Dostal, H. (2016). Disciplinary Text-Dependent Questions: Questioning for Learning in the Disciplines. The Challenge of Literacy in the Disciplines. <i>Clearing House</i>, 89(6), 202–207. https://doi-org.mutex.gmu.edu/10.1080/0098655.2016.1209154 – Kelly, J., & Taboada Barber, A. (2021). Interactive Read-Aloud Instruction With Narratives: Teaching Inferencing Using Theory of Mind. <i>Teaching Exceptional Children</i>, 54(2), 106–115. 	<p>Complete all module assignments.</p>

		https://doi-org.mutex.gmu.edu/10.1177/0040059920987876 – West, J. M., Wright, T. S., & Gotwals, A. W. (2021). Supporting Scientific Discussions: Moving Kindergartners’ Conversations Forward. <i>Reading Teacher</i> , 74(6), 703–712. https://doi-org.mutex.gmu.edu/10.1002/tr.1977 – Additional article choice	
EXAM May 1-8		– none	Complete final exam

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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to 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.

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