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

ECED 401.001 Developmental Pathways of Diverse Learners, Birth-Adolescence
3 Credits, Summer 2024
5/13/2024-7/9/2024, Online Asynchronous

Faculty

Name:	Daniel E. Ferguson, EdD
Office Hours:	By Appointment
Office Location:	Thompson Hall 1200, Fairfax Campus
Office Phone:	703-993-7298
Email Address:	dfergu2@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous 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 May 13, 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
  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/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on the following Monday.
- 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 two 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 physical, social, emotional, speech and language, and intellectual development of diverse learners from birth through adolescence and explain how to use these understandings to guide learning experiences and relate meaningfully to students.
2. Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, ability, and socioeconomically diverse children and their families, including children with economic, social, racial, ethnic, religious, physical, and intellectual differences.
3. Examine the transactional nature of overall development in the context of the family, community, socioeconomic status, and culture.
4. Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental disabilities, developmental issues, and atypical development across the physical, social, emotional, speech and language, and intellectual domains.
5. Discuss the etiology of and use multiple criteria to identify developmental disorders, including attention deficit disorders, developmental disorders, and giftedness.
6. Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
7. Observe and describe overall development in the physical, intellectual, speech and language, social, and emotional domains as it occurs in natural environments and through play.
8. Exhibit standards of professionalism, ethical standards, and personal integrity 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

Virginia Professional Studies Competencies
Human Growth and Development (Birth Through Adolescence)

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

Paris, J., Ricardo, A., & Rymond, D. (2019). *Understanding the Whole Child: Prenatal Development Through Adolescence* (Open Education Resource). College of the Canyons is licensed under CC BY 4.0 / A derivative from the original work. Available at: https://drive.google.com/file/d/1aSoF5pvCGpgiNjVSV9Pdqg1W2jOFZXZP/view

Resource Articles

Bianco, F., Lombardi, E., Massaro, D., Castelli, I., Valle, A., Marchetti, A., & Lecce, S. (2019). Enhancing advanced theory of mind skills in primary school: A training study with 7-to 8-year-old. *Infant and Child Development, 28*(6), 1-16. doi:10.1002/icd.2155

Brink, K. A., Gray, K., & Wellman, H. M. (2019). Creepiness creeps in: Uncanny valley feelings are acquired in childhood. *Child Development, 90,* 1202-1214. doi:10.1111/cdev.12999

Burns-Nader, S., Scofield, J., & Jones, C. (2019). The role of shape and specificity in young children's object substitution. *Infant and Child Development, 28*(2), 1-18. doi:10.1002/icd.2124

Dillman, J., Gehb, G., Peterlein, C., & Schwarzer, G. (2019). Joint visual attention and locomotor experience: A longitudinal study of infants with treated idiopathic clubfoot. *Infant and Child Development, 28*(2), 1-15. doi: 10.1002/icd.2118

Forma, V., Anderson, D. I., Provasi, J., Soyez, E., Martial, M., Huet, V., Granjon, L., Goffinet, F., & Barbu-Roth, M. (2019). What does prone skateboarding in the newborn tell us about ontogeny of human locomotion? *Child Development, 90*, 1286-1302. doi:10.1111/cdev.13251

Gámez, P. B., Griskell, H. L., Sobrevilla, Y. N., & Vazquez, M. (2019). Dual language and English-only learners' expressive and receptive language skills and exposure to peers' language. *Child Development, 90*, 471-479. doi:10.1111/cdev.13197

Leach, J., Howe, N., & DeHart, G. (2019). "Let's make a place where giants live!": Children's communication during play with siblings and friends from early to middle childhood. *Infant and Child Development, 28*(6), 1-17. doi: 10.1002/icd.2156

Li, Z., Liu, S., Hartman, S., & Belsky, J. (2018). Interactive effects of early-life income harshness and unpredictability on children's socioemotional and academic functioning in kindergarten and adolescence. *Developmental Psychology, 54*(11), 2101-2112. doi: 10.1037/dev0000601

Liu et al. (2019). The unique role of father-child numeracy activities in number competence of very young Chinese children. *Infant and Child Development, 28*(4), 1-16. doi: 10.1002/icd.2135

McCoy, D. C., Jones, S., Roy, A., & Raver, C. C. (2018). Classifying trajectories of social–emotional difficulties through elementary school: Impacts of the Chicago School Readiness Project. *Developmental psychology*, *54*(4), 772.

Moser, T., Reikerås, E., & Egil Tønnessen, F. (2018). Development of motor-life-skills: variations in children at risk for motor difficulties from the toddler age to preschool age. *European Journal of Special Needs Education*, *33*(1), 118-133.

Nelson, T. D., James, T. D., Hankey, M., Nelson, J. M., Lundahl, A., & Espy, K. A. (2017). Early executive control and risk for overweight and obesity in elementary school. *Child Neuropsychology*, *23*(8), 994-1002.

Petrenko, A., Kanya, M., Rosinski, L., McKay, E. R., & Bridgett, D. J. (2019). Effects of infant negative affect and contextual factors on infant regulatory capacity: The moderating role of infant sex. *Infant and Child Development, 28(6),* 1-18. doi: 10.1002/icd.2157

Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The impact of early social interactions on later language development in Spanish–English bilingual infants. *Child development*, *88*(4), 1216-1234.

Shuwairi, S. M. (2019). Haptic exploration of depicted and real objects by 9-month-old infants. *Infant and Child Development, 28*(2), 1-18. doi:10.1002/icd.2125

St. John, A. M., & Tarullo, A. R. (2019). Neighbourhood chaos moderates the association of socioeconomic status and child executive functioning. *Infant and Child Development, 28*(6), 1-19. doi: 10.1002/icd.2153

See Class Schedule for selected Position Statements from the Division of Early Childhood Education (DEC) of the Council for Exceptional Children (CEC), the National Association for the Education of Young Children (NAEYC), and the National Association for Gifted Children (NACG).

This course also requires reading published journal articles on human development. Example journals include the following: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

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	Due Date	Points
Attendance and Participation • Attendance and Participation Self-Evaluation	Ongoing July 9	**25**
Considering Developmental Theories • Paper • Infographic	June 2	**20** 15 5
Developmental Milestones • 1st draft • Review and Revision	 June 9, 16, 23 June 30	**20** 10 10
Case Study Analysis – Infant/Toddler, Preschool, or Early Elementary Part A – Analysis of Milestones Part B – Application of Theory Part C – Considering Multiple Influences	July 9	**35** 15 10 10
TOTAL		**100**

- **Assignments and/or Examinations**

Considering Developmental Theories Paper (20 points)
In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of one developmental theory and its associated theorists. Several grand theories and modern theories are covered in the text, and a list of choices will be provided by the instructor. Students may choose an alternative theory with prior approval from the instructor. Students will compose a two-page summary (or equivalent media) capturing the key tenants of developmental theory and how it relates to children's developmental progression.

Part A: Students will select or be assigned one perspective and provide a 2-3 page (or alternative but equivalent media) summary of the following:

- important theorists associated with the paradigm
- key tenets of the theory
- how theory explains cultural differences that are apparent in development
- how theory explains variation in development, including disabilities
- weaknesses and strengths of theory
- the impact of the theory on education

Students will demonstrate accurate knowledge of APA formatting within the paper and begin to engage with professional journals for early childhood educators. Accordingly, students will find 1 article from *Young Children* and one article from *Young Exceptional Children* (total of two articles) that provides complementary information related to the specific developmental theory. Information from each article will be briefly included in the two-page summary and show evidence of appropriate APA citations for different writing practices including summarizing with in-text citations and using direct quotes with in-text citations.

Part B: Students will create a 1-slide graphic summary of their theory to be compiled into a resource for all students. This slide must include a one-sentence message (for instance, a slogan or tagline) that captures the main point of the theory for others, and any other images or drawings that support the meaning of the theory.

Developmental Milestones (20 points)
In small groups, students will prepare a milestone reference documents for infant/toddler (6 months), preschool/early childhood (3 years), early elementary/middle childhood (8 years) and adolescence (13 years) for the entire class. Students will identify the major milestones for one of of the following domains: physical, social and emotional, speech and language acquisition, and intellectual/cognitive development. Students will identify typical developmental progressions, using the text and/or other course materials for this project. All information presented needs to come from these resources. Students should see Blackboard for detailed instructions.

These milestone reference documents will be combined and shared to the whole class as a resource for the Case Study Analysis.

Case Study Analysis (35 points)
To demonstrate an understanding of the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development, students will develop an analysis with six to eight pages of text (plus the title and reference pages) on a video case study randomly assigned from one of three age groups: Infant/Toddler, Preschool, or Early Elementary. They will view the video and then write a paper that discusses the children's unique characteristics and needs and describe at least one developmental theory that supports their analysis of the video vignette.

Part A: Students will describe the child's unique characteristics and needs in relation to relevant developmental milestones. In 3-4 pages students will cite specific examples observed in the

video cases and support their assertions with current research from the milestones reference document, the course textbook and/or other course materials, or external scholarly sources. They will discuss each of the following areas:

- Physical development,
- Intellectual development,
- Social and emotional development, and
- Speech and language development.

Part B: For the case study analysis, students will also identify and discuss one major developmental theory that supports their analysis of the video vignette in 1-2 pages. Students will explain how one or more developmental theories inform their understanding of the child's development.

Part C: Students will demonstrate a critical understanding the development of the whole child—that is, the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequalities. In 1-2 pages, students will consider their theory and the continuum of development from the previous sections from alternate and/or multiple perspectives (theories, cultures, abilities, or other contexts).

Students will use in-text citations and include a reference list formatted in APA style.

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

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

- **Grading**

A+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82
C+ = 77 –79 C = 70 – 76 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 C or better in all undergraduate 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

Module	Topics	Assignments & Readings Due
Week 0 May 13-19	Introductions Syllabus and Assignments Review	Paris et al., Chapter 1 (p. 21-34)
Week 1 May 20-26	Studying Human Development • Historical beliefs • Grand and modern theories of development Methods to study development Biological and Cultural Foundations of Development • Development in the context of culture • Development in the context of family • Biological/physical/medical factors that contribute to development	Paris et al., Chapter 1 (p. 34-51) Choose 1 article from Bb

Module	Topics	Assignments & Readings Due
Week 2 May 27 – June 2	Prenatal Development and Birth • The prenatal period • Maternal conditions and teratogens • Etiology of developmental disorders The newborn Infancy: The First Three Months • Brain development • Theories of early development Infancy: Physical and Cognitive/Intellectual Development • Physical growth and brain development • Fine and gross motor development • Cognitive/intellectual development • Attention and memory • Selecting appropriate resources Infancy: Social and Emotional Development • Infant emotions • Relationships • Communication • Guide learning experiences	Paris et al., Chapters 2-6 DEC Position Statement: *Low Birth Weight, Prematurity, and Early Intervention* **Due to Bb (June 2):** **Considering Developmental Theories Paper & Infographic**

Module	Topics	Assignments & Readings Due
Week 3 June 3-9	Early Childhood: Speech and Language Acquisition • Phonological, semantic, grammar, and pragmatic development Theories of language acquisition Early Childhood: Physical and Cognitive/Intellectual Development • Theories of development • Physical growth and health • Fine and gross motor development • Cognitive/intellectual development for students with disabilities/disorders and those who are gifted Early Childhood: Social and Emotional Development • Identity and moral development • Developmentally appropriate expectations for self-regulation and behavior • Nurturing social and emotional development, including children with disabilities/disorders and those who are gifted	Paris et al., Chapter 7-9 **Due to Bb (June 9): Infant Developmental Milestones Draft**
Week 4 June 10-16	Middle Childhood: Physical and Cognitive/Intellectual Development • Theories of development • Individual differences, including disabilities/disorders and giftedness • Using multiple criteria to identify gifted students, including measuring IQ Middle Childhood: Social & Emotional Development • Theories of development • Moral development • Parental and peer influence	Paris et al., Chapters 10 and 12 **Due to Bb (June 16): Early Childhood Developmental Milestones Draft**

Module	Topics	Assignments & Readings Due
Week 5 June 17-23	Middle Childhood: Cognitive Development continued School as a Context for Development • School readiness • Addressing developmental disabilities/disorders, giftedness, and developmental differences in schools	Paris et al., Chapter 11 NAEYC Position Statement: *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* NAGC Position Statement: *Redefining Giftedness for a New Century: Shifting the Paradigm* NAGC Position Statement: *Nurturing Social and Emotional Development of Gifted Children* NAGC Position Statement: *Identifying and Serving Culturally and Linguistically Diverse Gifted Students* **Due to Bb (June 23): Middle Childhood Developmental Milestones Draft**

Module	Topics	Assignments & Readings Due
Week 6 June 24-30	Applying Development to Learning Experiences • Meeting the needs of culturally, linguistically, and socioeconomically diverse and ability-diverse children and their families • Selecting culturally and linguistically appropriate resources • Guiding learning experiences and making them meaningful to students, including students with developmental disabilities/disorders and those who are gifted Family, Cultural, and Community Contexts of Development • Parenting and development • Communities and culture influence on development • The role of media on early development • Intersectionality and social identity Structural racism	Choose 2 articles from Bb **Due to Bb (June 30): Developmental Milestones Revisions due**
Week 7 July 1-7	Adolescence: Physical and Cognitive/Intellectual Development • Theories of development • Puberty and physical development Moral development Adolescence: Social and Emotional Development • Regulating emotions • Parent and peer relationships • Identity	Paris et al., Chapters 13-15
Exams July 8-9		**Due to Bb (July 9): Case Study Analysis** **Due to Bb (July 9): Attendance and Participation Self-Evaluation**

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 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: http://cehd.gmu.edu.