

# George Mason University

## College of Education and Human Development

### Elementary Education Program

#### Course

ELED 555.003 – Literacy Teaching and Learning in Diverse Classrooms, Part I

3 Credits, Fall 2024

Thursday 5:00-7:40, Online and Thompson L013

Online – August 29, September 12-19, October 3-November 21

In-Person – September 5, September 26, December 5

#### Instructor

Name: Seth Parsons, PhD

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#### Teaching Assistant

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#### Prerequisites/Corequisites

Admission into Elementary Education graduate program; semester-long cohort course sequence.

#### University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

#### Course Overview

This course addresses priorities in the School of Education master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6 and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

#### Course Delivery Method

This course will be delivered online (76% or more) using both synchronous asynchronous formats via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 28. **This course also requires 15 hours of field experience.**

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

**Under no circumstances, may 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 updated browsers.
  - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

### **Expectations**

- *Course Week:*  
Our course week will begin on the day that our class meetings take place as indicated on the Schedule of Classes.
- *Log-in Frequency:*  
Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- *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.

### **Learner Outcomes or Objectives**

This course is designed to enable teacher candidates to:

1. Demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Apply understanding of current theories of reading instruction.
3. Integrate children's literature across content areas
4. Understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.
5. Observe, assess, and support the reading development and needs of early literacy learners, including alphabets, word recognition, concepts about print, concept of word, phonological awareness, phonemic awareness, and phonics.
6. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
7. Demonstrate an understanding of the structure of the English language and syntax.
8. Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections.
9. Demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.
10. Use formal and informal assessments as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension
11. Use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation
12. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and

the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

13. Integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences.
14. Plan reading instruction that demonstrates an understanding of connections between phonemic awareness, word recognition, fluency, accuracy, meaningful expression (prosody), comprehension strategies, and proficient reading.
15. Plan reading instruction using strategies in literal, interpretive, critical, and evaluative comprehension.
16. Survey technological tools, print materials, and other resources for teaching reading and demonstrate understanding of appropriate classroom use.
17. Plan instruction that facilitates phonics, reading fluency, vocabulary development, and reading comprehension across content areas.
18. Describe the literacy needs of diverse learners, including English Language Learners and students with specific reading disabilities, and they will adapt reading instruction to meet those needs.

### Professional Standards

INTASC (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Field; Explicit Teaching; Exam
2. Learning Differences	Field; Explicit Teaching; Dictionary; Exam
3. Learning Environments	Field; Dictionary; Exam
4. Content Knowledge	Field; Children's Literature; Explicit Teaching; Dictionary; Exam
5. Application of Content	Field; Children's Literature; Explicit Teaching
6. Assessment	Field; Explicit Teaching; Dictionary; Exam
7. Planning	Field; Children's Literature; Explicit Teaching
8. Instructional Strategies	Field; Children's Literature; Explicit Teaching; Dictionary; Exam
9. Professional Learning and Ethical Practice	Field
10. Leadership and Collaboration	Field; Children's Literature; Explicit Teaching

ILA (<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>)

IRA	Assignments
1. Foundational Knowledge	Field; Explicit Teaching; Phonics Test; Dictionary; Exam
2. Curriculum & Instruction	Field; Children's Literature; Explicit Teaching; Phonics Test; Dictionary
3. Assessment & Evaluation	Field; Explicit Teaching
4. Diversity	Field; Children's Literature; Explicit Teaching; Dictionary; Exam
5. Literate Environment	Field; Children's Literature; Explicit Teaching; Dictionary; Exam
6. Professional Learning & Leadership	Field; Children's Literature; Explicit Teaching

### **Required Texts**

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Heinemann.

Parsons, S. A., & Vaughn, M. (2021). *Principles of effective instruction, K-5*. Guilford.

### **Related Texts (excellent resources):**

Vaughn, M., & Parsons, S. A. (2023). *Accelerating learning recovery for all students: Core principles for getting literacy growth back on track*. Guilford.

Young, C., Paige, D., & Rasinski, T. (2022). *Artfully teaching the science of reading*. Routledge.

Cabell, S. Q., Neuman, S. B., & Terry, N. P. (2023). *Handbook on the science of early literacy*. Guilford.

Beck, I. L., & Beck, M. E. (2024). *Making sense of phonics: The hows and whys* (3<sup>rd</sup> ed.). Guilford.

Duffy, G. G. (2014). *Explaining reading: A resource for teaching concepts, skills, and strategies* (3<sup>rd</sup> ed.). Guilford.

### **Course Performance Evaluation**

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Canvas (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor.)

Evaluation of the performance-based assessment by the course instructor will also be completed in Canvas. Failure to submit the assessment to Canvas will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Canvas submission, the IN will convert to an F nine weeks into the following semester.

**The Assessment-Guided, Small-Group, Explicit-Teaching Lesson assignment described below serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to VIA.**

**All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected.

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service: [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

### Assignments

Assignment	Points
<b>1. Participation and Fieldwork</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18]	20
<b>2. Phonics Test</b> [Outcomes 1, 3, 7]	10
<b>3. Children’s Literature Catalogue – Whole Class Assignment</b> [Outcomes 1, 3, 4, 5, 10, 11, 14, 19]	10
<b>4. Assessment-Guided, Small-Group, Explicit-Teaching Lesson</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19]	20
<b>5. Major Concepts Dictionary</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18]	15
<b>6. Final Exam</b> [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18]	25
<b>Total</b>	<b>100</b>

#### 1. Participation and Fieldwork (20 points)

It is expected that you attend and participate in all scheduled classes and fieldwork

#### Attendance 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 may be 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>.
- B. If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- C. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1>
- D. In addition, you are expected to be on time to class each week unless 48 hours advance notice has been provided to the instructor.

## **2. Phonics Test (10 points)**

To teach phonics, you must know phonics. This test ensures you understand letter-sound relationships. You must pass the test with 95%, and you can retake it until you do.

## **3. Children's Literature Catalogue (10 points)**

**Due: 11/14**

Books are central to literacy instruction. Therefore, it is important for teachers to have a vast knowledge of children's literature. For this assignment, the entire class will create an online catalogue of children's literature resources to help you enhance your knowledge of and access to children's literature. This will be a resource that each of you can access and add to as you enter the teaching profession to aid you in staying current on high-quality children's literature.

## **4. Assessment-Guided, Small-Group, Explicit Teaching Lesson (20 points)**

**Lesson Plan Due: 10/24**

**Reflection Due: 11/21**

Assessment-guided, small-group, explicit teaching is one of the best ways to support students' specific literacy needs. In this assignment, you will work with your mentor teacher to identify a small group of students (at any level) who have similar literacy learning needs. You will gather from the teacher assessment information about these students. You will use this information to design a targeted, explicit teaching lesson for this small group of students. Your mentor teacher and I need to review your lesson plan before you teach it. After conducting the explicit teaching you will reflect on the lesson in a one-page critical reflection on your lesson (How did it go [strengths? Unexpected occurrences? Difficulties?], and what will you do differently next time?). I will describe and model this type of lesson in class. Videorecord yourself (no need to film students) conducting this explicit teaching lesson and post to Canvas.

## **5. Major Concepts Dictionary (15 points)**

**Due: 12/5**

Throughout this course you are going to learn all about teaching literacy. In this assignment, you will accumulate your understanding of the major concepts in literacy by articulating (a) what each concept is, (b) why it is important, and (c) how to teach it (if applicable).

## **6. Final Exam (25 points)**

This cumulative final exam will cover key components of the course. You will be presented with a variety of questions to show your understanding of concepts and content to analyze and address early literacy students' strengths and needs.

## Grading Scale

<b>Grade</b>	<b>Grading Scale</b>	<b>Interpretation</b>
<b>A+</b>	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
<b>A</b>	93-96	
<b>A-</b>	90-92	
<b>B+</b>	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
<b>B</b>	83-86	
<b>B-</b>	80-82	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
<b>C</b>	70-79	
<b>F</b>	<69	

*\*A course grade below B requires that you retake the course. "C" is not satisfactory for licensure.*

## Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. 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 (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>



## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
- 
- For information on student support resources on campus, see:  
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **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).

### Class Schedule

Date	Topics and Activities	Reading or Assignment Due
8/29 Online	Introductions and Syllabus	
9/5 F2F	Importance of early reading instruction 5 Pillars Literacy Framework Explicit Teaching	Mesmer Intro, 1 Principles 1, 10
9/12 Online	Early Literacy Development Oral Language Development Introduction to Interactive Reading	Mesmer 2 Principles 2
9/19 Online	Concepts about print Alphabetics	Mesmer 3, 4
9/26 F2F	Phonological and Phonemic awareness Phonics instruction Decoding	Mesmer 5, 6 Principles 4
10/3 Online	Fluency	Principles 5
10/10 Online	Vocabulary	Principles 6
10/17 Online	Comprehension and Think-Alouds	
10/24 Online	Assessment Differentiated Instruction 1 Intervention	<b>Explicit Teaching lesson plan due</b> Principles 7, 9, 10
10/31	<b>Asynchronous – work on assignments</b>	
11/7	<b>Asynchronous – work on assignments</b>	Principles 8
11/14 Online	Differentiated Instruction 2 Culturally Responsive Instruction	Principles 17 <b>Children’s Literature Log due</b>
11/21 Online	Motivation and Engagement Types of text	Principles 14, 15, 16 (jigsaw) <b>Explicit Teaching reflection due</b>
11/28	<b>Thanksgiving – No Class</b>	
12/5 F2F	<b>Final Exam</b>	<b>Major Concepts Dictionary due</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment-Guided, Small-Group, Explicit Teaching Lesson Rubric**

	<b>Proficient</b> <i>6 Points</i>	<b>Emerging</b> <i>3 Points</i>	<b>Beginning</b> <i>0 Points</i>
<b>Lesson plan is guided by assessment</b>	Direct reference to assessment results guiding the lesson	Implied reference to assessment results guiding the lesson	No reference to assessment results guiding the lesson
<b>Explicit explanation</b>	You explicitly explain the skill or strategy being taught by describing (a) what it is, (b) how to do it, and (c) why to do it	Your explanation of the skill or strategy is not explicit, or you do not describe the what, the how, or the why	The lesson does not include explicit explanation
<b>Modeling</b>	You model the skill or strategy for the students <i>and</i> describe your thinking as you complete it	You model the skill or strategy but do not describe your thinking	The lesson does not include modeling
<b>Guided Practice</b>	Students have the opportunity to practice using the skill or strategy with your feedback	Students have the chance to practice using the skill or strategy, but it does not allow for feedback from you	Students do not have the opportunity to practice the skill or strategy



## Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

**Additional policies** affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

### Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

**Student responsibility:** Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

### **Accommodations for Students with Disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu). Phone: (703) 993-2474.

**Student responsibility:** Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

### **FERPA and Use of GMU Email Addresses for Course Communication**

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

**Student responsibility:** Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

### **Title IX Resources and Required Reporting**

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to [TitleIX@gmu.edu](mailto:TitleIX@gmu.edu), by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

**Student opportunity:** If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.