

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

EDUC 302.DL1 Human Growth and Development  
3 Credits, Fall 2024, Online Asynchronous  
8/26/2024-12/18/2024

**Faculty**

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**Prerequisites**

None

**University Catalog Course Description**

Introduces educational issues. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice.

**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 August 26, 2024.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers.
  - To get a list of Blackboard's supported browsers see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
  - To get a list of supported operation systems on different devices see [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need to download *Respondus Lockdown Browser*, a custom web browser that locks down the testing environment within Blackboard/Courses so you will not be able to go to other sites/windows while completing quizzes.
  - All quizzes will require the use of *Respondus Lockdown Browser*
  - How to download *Respondus Lockdown Browser*: <https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>
- 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: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 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. Discuss the developmental stages of human development in terms of the cognitive, affective, and psychomotor domains and understand the key theories.
2. Examine and explain the contributions of heredity, environment, and child-rearing practices to the total development of the child.
3. Understand the development and/or the application of theories as they apply to the instruction of children and adults.
4. Explain how people learn through active exploration and multiple interactions with materials, other people, and the adults or leaders in their environment.
5. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.

### **Professional Standards**

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Virginia Professional Studies Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

### **Required Texts**

Berk, L. (2018). *Exploring lifespan development* (4th ed.). Pearson.  
ISBN: 978-0134419701

### **Recommended Texts**

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

Supplemental materials will be posted on the Blackboard 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 Dates	Points
<b>Attendance &amp; Participation</b> Online Activities and Discussions (see class schedule) Attendance and Participation Summary	Ongoing 12/13	<b>Total Pts 25</b>
<b>Quizzes</b> (5 quizzes - 8 points each) <ul style="list-style-type: none"> <li>• Quiz 1 (Chapters 1-3)</li> <li>• Quiz 2 (Chapters 4-6)</li> <li>• Quiz 3 (Chapters 7-10)</li> <li>• Quiz 4 (Chapters 11-14)</li> <li>• Quiz 5 (Chapters 15-19)</li> </ul>	Sept 22 Oct 6 Oct 27 Nov 10 Dec 8	<b>Total Pts 40</b> 8 8 8 8 8
<b>Article Share</b> <ul style="list-style-type: none"> <li>• Infancy and Toddlerhood</li> <li>• Early Childhood physical/cognitive</li> <li>• Early Childhood social/emotional</li> <li>• Middle Childhood</li> <li>• Adolescence</li> <li>• Early Adulthood</li> <li>• Middle Adulthood</li> <li>• Late Adulthood</li> <li>• Death, Dying, Bereavement</li> </ul>	Sept 23-29 Sept 30-Oct 6 Oct 7-13 Oct 14-20 Oct 21-27 Oct 28-Nov 3 Nov 4-10 Nov 11-17 Nov 18-24	<b>Total Pts 15</b>
<b>Brief Research Report (BRR)</b> <ul style="list-style-type: none"> <li>• Submit topic and 3 scholarly articles for approval</li> <li>• Outline: One-page bullet points summarizing ideas</li> <li>• Report</li> </ul>	Sept 15 Oct 13 Nov 3	<b>Total Pts 20</b> 4 1 15
<b>TOTAL</b>		<b>100</b>
<i>A minimum of 5% may be deducted for late submissions. Total deduction based on how late the assignment is submitted. Late submissions more than one week beyond the original due date must be approved by the Instructor.</i>		

- **Assignments and/or Examinations**

**Online Discussions (25 points)**

Attendance/participation points are assessed via online discussions. These are evaluated for content, frequency, and punctuality of participation. Discussions are worth 0.5 point each for the discussions in modules 1 and 2 and 2 points for each of the next 12 discussions (modules 3-14). Students need to post comments at least 3 times during a module week. Every student must post their own response to the discussion prompt by 11:59 p.m. on the first day of the module week. Then, each student must post a meaningful response to at least **TWO** colleagues' post by 11:59 pm on the last day of the module week. Students will not receive full credit if they do not post **and** respond to at least 2 classmates each module week. **Students must refer to the detailed course schedule for deadlines for each modules.**

### **Quizzes (40 points)**

Students will complete five quizzes (8 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple-choice responses, short essays, and other test items. All quizzes will be posted to Blackboard on the first day of the module week and are due by 11:59 pm the last day of the module week. All quizzes are administered through Respondus Lockdown Browser.

<https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/>

### **Article Share (15 points)**

Students will be placed in small groups for Article Share presentations. **Students will identify** a peer-reviewed journal article (not a news article) related to an assigned human growth and development topic. This activity will take place during predetermined modules (see course schedule). Presenters will lead a discussion of their article during the module period, and participants will submit a reflection on the article during the period. Throughout the semester, each student will serve as the Presenter for one module and the Participant for eight modules.

#### Presenter's Responsibilities (7 points)

- **By 11:59 pm on day 1 (Monday)** of the assigned module period, presenters will post on Blackboard a one-page explanation of the article they are sharing (e.g., why was it written, what was the outcome, how does it relate to topics currently being explored by the class; also, provide a reference in APA style) (5 points). Presenters will also attach a copy of the full article (e.g., pdf; no link) to their explanation post.
- During the week, presenters will lead a discussion of the article by responding to questions and comments by participants (2 points). All responses must be posted by **11:59pm on the last day of the module (Sunday)**.

#### Participant's Responsibilities (8 points)

- As a participant, students will post a short reflection (4 or more full lines of text) that includes at least 1 meaningful question/comment about one of the article explanations being presented (1 point). Reflections should be uploaded to Blackboard by **11:59 pm on day 4 of the module period (Thursday)**. Reflections should avoid plagiarizing material from the article explanation or discussion posts.

### **Brief Research Report (BRR, 20 points)**

This assignment allows students to **pursue a topic of their choice** and conduct some basic research on the topic. The topic can be anything they are interested in that relates to the content of the course.

Using the research skills demonstrated by the education librarian or by the instructor, students are to find at least three scholarly (peer-reviewed) journal articles (including at least 1 empirical-research article) to use in the report that cover their topic of interest that have been published in the past decade. Students are to submit their topic and electronic copies (no links) of the articles for instructor approval prior to writing the paper. If an approved article is changed, students are to submit the new article for approval prior to writing the paper. In addition, they are to submit a **brief outline (no more than 1 page)** for review before writing the paper, and a final report. The

final report should include an introduction, literature review and a synthesis. It should also include a reflection guided by the following questions:

- How is the topic situated in the field of lifespan development? Specifically,
  - What developmental period is emphasized?
  - What theoretical perspectives inform the research? (Vygotsky, Piaget, Freud, Erikson, etc.)
  - What developmental domains (social and emotional, cognitive, and /or physical) are emphasized?
- How is this information helpful for practitioners?
- How is this information relevant for the general population?

Students will cite current research from the course textbook and/or other course materials, which may be supplemented with other relevant sources to support their conclusions and assertions. Students will use in-text citations and include a reference list. The paper will be **five to six double-spaced pages plus title and reference pages**. The paper should follow APA format.

- **Other Requirements**

**Attendance and Participation (25 points)**

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
  - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
  - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics

team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.

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

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

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

### **Written Assignments**

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

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

- 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 = 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 C or better in all undergraduate licensure coursework.

**Use of Generative AI**

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

**Professional Dispositions**

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

**Class Schedule**

Modules	Topic	Readings Due	Assignments Due
<b>Module 1</b>			
Aug 26- Sept 1	Introductions, Course Overview  History, Theory, & Research Strategies	Chapter 1	<b>Due to Bb (8/28 &amp; 9/1): Discussion Board posts</b>
<b>Module 2</b>			
Sept 2-8	Genetic & Environmental Foundations	Chapter 2	<b>Due to Bb (9/4 &amp; 9/8): Discussion Board posts</b>
<b>Module 3</b>			
Sept 9-15	Prenatal Development, Birth & the Newborn Baby	Chapter 3	<b>Due to Bb (9/15): BRR topic &amp; 3 journal articles</b>  <b>Due to Bb (9/11 &amp; 9/15): Discussion Board posts</b>



<b>Modules</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Module 4</b>			
Sept 16-22	Physical Development in Infancy & Toddlerhood	Chapter 4	<b>Due to Bb (9/18 &amp; 9/22): Discussion Board posts</b>  <b>Due on Bb (9/22): Quiz 1 (Ch. 1-3)</b>
<b>Module 5</b>			
Sept 23-29	Cognitive Development in Infancy & Toddlerhood  Emotional & Social Development in Infancy & Toddlerhood	Chapters 5 & 6	<b>Due to Bb (9/25 &amp; 9/29): Discussion Board posts</b>  <b>Article share:</b> <ul style="list-style-type: none"> <li>• <b><u>Presenter</u> posts article/summary to Bb (9/23) &amp; leads discussion (9/29)</b></li> <li>• <b><u>Participants</u> post reflection to Bb (9/26)</b></li> </ul>
<b>Module 6</b>			
Sept 30 – Oct 6	Physical & Cognitive Development in Early Childhood	Chapter 7	<b>Due to Bb (10/2 &amp; 10/6): Discussion Board posts</b>  <b>Due on Bb (Oct 6): Quiz 2 (Ch. 4-6)</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b><u>Presenter</u> posts article/summary to Bb (9/30) &amp; leads discussion (10/6)</b></li> <li>• <b><u>Participants</u> post reflection to Bb (10/3)</b></li> </ul>
<b>Module 7</b>			
Oct 7-13	Social & Emotional Development in Early Childhood	Chapter 8	<b>Due to Bb (10/9 &amp; 10/13): Discussion Board posts</b> <b>Due to Bb (10/13): BRR outline</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b><u>Presenter</u> posts article/summary to Bb (10/7) &amp; leads discussion (10/13)</b></li> <li>• <b><u>Participants</u> post reflection to Bb (10/10)</b></li> </ul>

<b>Modules</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Module 8</b>			
Oct 14-20	Physical & Cognitive Development in Middle Childhood  Social & Emotional Development in Middle Childhood	Chapters 9 & 10	<b>Due to Bb (10/16 &amp; 10/20): Discussion Board posts</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b>Presenter</b> posts article/summary to Bb (10/14) &amp; leads discussion (10/20)</li> <li>• <b>Participants</b> post reflection to Bb (10/17)</li> </ul>
<b>Module 9</b>			
Oct 21-27	Physical & Cognitive Development in Adolescence  Emotional & Social Development in Adolescence	Chapters 11 & 12	<b>Due to Bb (10/23 &amp; 10/27): Discussion Board posts</b>  <b>Due on Bb (10/27): Quiz 3 (Ch. 7-10)</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b>Presenter</b> posts article/summary to Bb (10/21) &amp; leads discussion (10/27)</li> <li>• <b>Participants</b> post reflection to Bb (10/24)</li> </ul>
<b>Module 10</b>			
Oct 28 – Nov 3	Physical & Cognitive Development in Early Adulthood  Emotional & Social Development in Early Adulthood	Chapters 13 & 14	<b>Due to Bb (10/30 &amp; 11/3): Discussion Board posts</b>  <b>Due to Bb (11/3): BRR paper</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b>Presenter</b> posts article/summary to Bb (10/28) &amp; leads discussion (11/3)</li> <li>• <b>Participants</b> post reflection to Bb (10/31)</li> </ul>
<b>Module 11</b>			
Nov 4-10	Physical & Cognitive Development in Middle Adulthood	Chapters 15 & 16	<b>Due to Bb (11/6 &amp; 11/10): Discussion Board posts</b>  <b>Article Share:</b>

<b>Modules</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
	Emotional & Social Development in Middle Adulthood		<ul style="list-style-type: none"> <li>• <b>Presenter posts article/summary to Bb (11/4) &amp; leads discussion (11/10)</b></li> <li>• <b>Participants post reflection to Bb (11/7)</b></li> </ul>
<b>Module 12</b>			
Nov 11-17	Physical & Cognitive Development in Late Adulthood  Emotional & Social Development in Late Adulthood	Chapters 17 & 18	<b>Due to Bb (11/13 &amp; 11/17): Discussion Board posts</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b>Presenter posts article/summary to Bb (11/11) &amp; leads discussion (11/17)</b></li> <li>• <b>Participants post reflection to Bb (11/14)</b></li> </ul>
<b>Module 13</b>			
Nov 18-24	Death, Dying, & Bereavement	Chapter 19	<b>Due on Bb (11/24): Quiz 4 (Ch. 11-14)</b>  <b>Due to Bb (11/20 &amp; 11/24): Discussion Board posts</b>  <b>Article Share:</b> <ul style="list-style-type: none"> <li>• <b>Presenter posts article/summary to Bb (11/18) &amp; leads discussion (11/24)</b></li> <li>• <b>Participants post reflection to Bb (11/21)</b></li> </ul>
<b>Module 14</b>			
Nov 25 – Dec 1	Thanksgiving Break		
Dec 2-8	Children of Military Families, Immigrant/Refugee Families, and Children with disabilities	Family Module	<b>Due on Bb (12/8): Quiz 5 (Ch. 15-19)</b>  <b>Due to Bb (12/5 &amp; 12/8): Discussion Board posts</b>
Dec 9	Reading Day		
Dec 10-18	Final Exams		<b>Due to Bb (12/13): Attendance and Participation Summary</b>

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

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://academicstandards.gmu.edu/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>)

### *Campus Resources*

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

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