

George Mason University
College of Education and Human Development
Secondary Education



SEED 675 (Section 001)– Research in Secondary Education
3 Credits, Spring 2024
Fairfax Campus – Thompson Hall 1020
Wednesday, 7:20-10:00 PM

Faculty Contact

Name: **Dr. Michelle Lague**
Office Location: Thompson 1800
Office Hours: By appointment
Office Phone: please email
Email Address: mlague@gmu.edu

Course Information

Prerequisites/Corequisites

Recommended Prerequisite: SEED 540, SEED 522

Recommended Corequisite: For students seeking English licensure: SEED 669 and EDRD 619 For students seeking math licensure: SEED 672 and EDRD 619 For students seeking science licensure: SEED 673 and EDRD 619 For students seeking history/social studies licensure: SEED 667 and EDRD 619 For students seeking computer science licensure: SEED 676 and EDRD 619

Required Prerequisites: (SEED 569^B, 569^{XS}, 572^B, 572^{XS}, 573^B, 573^{XS}, 567^B, 567^{XS}, 566^B or 566^{XS}).

^B Requires minimum grade of B.

^{XS} Requires minimum grade of XS.

University Catalog Course Description

Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice. Notes: All students enrolled in this course must be working daily in or have access to a classroom setting (during the semester in which they enroll in this course or a semester following), since the major course assignment involves a classroom-based teacher research project.

Course Overview

The purpose of this course is for you to learn how to design and conduct a teacher research project situated in a classroom with the goal of improving your teaching and your students' learning. The course is designed to promote a professional teaching and learning community with peer review/critical friend support. Throughout the course, you will complete stages of your research project (proposal) to compile into your final paper. Your ultimate success with the final project requires your ongoing commitment to each step in the process and collaboration with peers for reciprocal review. As a whole course, it provides an opportunity for your personal and ongoing professional development.

Course Delivery Method

This course will be delivered using a lecture/seminar approach with multiple course activities required each session. Some class sessions will be held online asynchronously as noted in the syllabus.

Attendance

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

1. 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 [AP.1 Registration and Attendance](#))
2. 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.
3. 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 [AP.1.6.1 Absence for Religious Observances or Participation in University Activities](#))
4. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Learner Outcomes or Objectives

Upon successful completion of this course students will be expected to: meet these course

objectives:

1. Demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry project situated in their classroom and impact on students' learning;
2. Prepare a research proposal which makes explicit links between theory and practice;
3. Examine ethical considerations when conducting teacher research;
4. Conduct teacher research which includes research question(s), a research proposal, a review of related literature, methods/design, data collection/analysis, findings, and a discussion of impact on students, teachers, and the education field;
5. Participate in critical and collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research;
6. Demonstrate integration of national and state standards for content and pedagogy as related to their research question(s) by reflecting on their own teaching practice and its impact on students' learning; and
7. Demonstrate skills in the application of technology and use of resources in teacher research.

Professional Standards

By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):

- Social studies teachers: National Council for the Social Studies, <http://www.ncss.org>
- English teachers: National Council of Teachers of English, <http://www.ncte.org>
- Math teachers: National Council of Teachers of Mathematics, <http://www.nctm.org>
- Science teachers: National Science Teachers Association, <http://www.nsta.org>

Students should also have an understanding of and be able to apply the standards of the [Interstate New Teacher Assistance and Support Consortium](#) (INTASC).

Required Readings

No books are required for purchase. All readings will be made freely available online and posted in the [Class Schedule](#). All other resources will be provided digitally.

Assigned readings will include selections from the following:

- Knips, A., Savoy, M., Lopez, S., & LaParo, K. (2022). *Equity in Data: A Framework for What Counts in Schools*. ASCD.
- Mertler, C. (2020). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications.

For reference, please refer to:

- American Psychological Association (2020). *Publication manual* (7th ed.). American Psychological Association or [APA Style and Grammar Guide](#)
- Additional guidelines available from the [Purdue Online Writing Lab](#)

Course Performance Evaluation

Students are expected to submit all assignments on time via Blackboard unless otherwise instructed.

Assignments & Grading




Assignment	Points
(1) Participation , includes: <ul style="list-style-type: none">● In-class discussions (ongoing, in class)● Conferences (ongoing, virtual & in class)● Constructive Peer Group Review (ongoing, virtual & in class)	10 points
(2) Literature Critique , includes: <ul style="list-style-type: none">● Part I (due January 26)● Part II (due February 9)	5 points
(3) DRAFT Action Research Project Components , includes: <ul style="list-style-type: none">● Research Proposal (due February 2) – 5 points● Draft Introduction (due February 16) – 5 points● Draft Literature Review (due March 1) – 10 points● Draft Methodology (due March 15) – 10 points● Draft Findings (due April 19) – 10 points	40 points
(4) Research Presentation (presented IN CLASS on May 1)	10 points
(5) FINAL Action Research Project (due on May 3)	35 points
TOTAL: 100 POINTS	

Use of Artificial Intelligence (GAI) Tools

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.

When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

In this course, permission to use AI tools is determined based on the following levels:

 NO USE PERMITTED	Use of any/all AI tool(s) is prohibited unless provided by the instructor (e.g., auto-captioning) or stated in an accommodation provided by GMU disability services.
 SOME USE PERMITTED	Some use of non-generative AI tools is permitted; use is <u>limited to</u> auto-transcription or captioning, language translation, writing assistance (e.g., Grammarly, speech-to-text), and text-to-audio readers. AI tools that create content (ChatGPT, Tome, LessonLab, Magic School, etc.) or summarize readings are <u>NOT</u> permitted beyond the brainstorming/idea phase.
 FREE USE PERMITTED	Free use of any generative or non-generative AI tool(s) is permitted; this includes ChatGPT and other text, image, or audio generating tools. <i>Always cite the use of generative AI tools appropriately.</i>

Assignment Descriptions

(1) Participation (10 points – See Rubric) DUE: Ongoing	 NO USE PERMITTED
--	---

PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures as de facto evidence of nonparticipation and as a result lower the grade.

PROCEDURE: Attendance is a prerequisite for class participation, **absences and tardiness will have a negative impact** on your participation grade. Attend each class session and actively

participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc.). This applies to in person AND online classes.

(2) Literature Critique (5 points – See Rubric)
DUE: Part I: January 26; Part II: February 9



PURPOSE: A research course is very different from other courses in the secondary education program because you are learning research techniques and implementing those techniques in a classroom setting. The course challenges you to think and engage with research. It is important to engage with the content you read to ensure you analyze the content in an appropriate manner. To accomplish this engagement, you will be required to complete written assignments throughout the course.

PROCEDURE: You are required to incorporate a minimum of ten (10) peer reviewed, academic based journal articles into the literature review section of your research project. Each article must be read and critiqued using the ‘Literature Critique’ found on Blackboard and provided in class.

(3) DRAFT Action Research Project Components (40 points – See Rubric)
DUE: See schedule below



Research Proposal – February 2 (5 points) Methodology – March 15 (10 points)
Introduction – February 16 (5 points) Findings – April 19 (10 points)
Literature Review – March 1 (10 points)

PURPOSE: Research does not occur overnight – it is a thoughtful, paced, and monitored process. We have you complete various drafts of each section of your final project to ensure you carry out your research project in a logical, step by step process. This ensures you are conducting your research in a timely manner and in a way that safeguards the process for you and your student participants. Participants contribute to each other’s learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other’s. Please see “Research Project Outline” located on Blackboard for specific descriptions of each section.

(4) Research Presentation (10 points – See Rubric)
DUE: Presented in class on May 1



PURPOSE: research is not conducted just for the research to learn from...it is conducted so that others can learn and improve their own practice as well. It is important that you as a researcher share your project and findings with an audience. The peers in your class care about your research and are excited to see what you found out because of this month's long process.

PROCEDURE: You will make an in-class presentation of your project. The presentation should present the research project and findings in an interactive manner that engages classmates in the presentation.

(5) FINAL Action Research Project (35 points – See Rubric)
DUE: May 3



PURPOSE: The purpose of this course is to link evidence of student learning to make informed instructional decisions. This assignment aims to engage students in creating an action research project with the intention of engaging students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice

PROCEDURE: Each participant will design and conduct a teacher action research project that is relevant to your present or future teaching position. Outlines, examples, descriptions, and rubrics of these projects will be provided. You will write a literature review, collect and analyze data collection, and share the results of your study with our class. With special permission from the instructor, it is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic; each partner, however, must submit an original, stand-alone report. *Please note that B- is not a passing grade for this assignment.*

SPECIAL NOTE: Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB: [Human Subjects - Office of Research Integrity and Assurance](#)

Please note that projects or papers submitted for credit in another course cannot also be used for a grade in this course. When considering research topics, you should identify a research question that really matters to you. It should be something about which you are curious and with which you are willing to spend time researching and learning.

Grading

Our program uses the grading scales below for all courses:

<u>Graduate</u> A = 95-100%	<u>Undergraduate</u> A = 93-100%
--------------------------------	-------------------------------------

A- = 90-94% B+ = 87-89% B = 83-86% B- = 80-82% C = 70-79% F = Below 70% <i>B- or below is not a passing course grade for licensure</i>	A- = 90-92% B+ = 86-89% B = 82-85% B- = 80-81% C = 70-79% D = 60-69% F = Below 60% <i>Below C is not a passing course grade for licensure</i>
--	--

Class Schedule

This schedule is subject to change. If any changes are made, students will be notified.

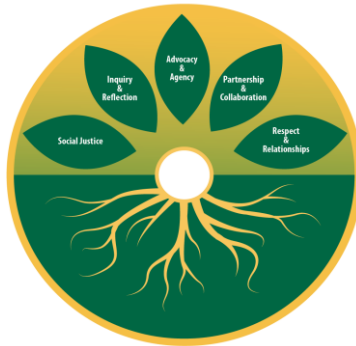
**Indicates a class period in which an assignment is due.*

Week/Class Date	Topic(s)	Readings/Assignments Due
1. January 17	Introduction Defining Action Research Examining the Action Research Process Quantitative and qualitative approaches Research ethics Positionality	READ: Mertler - Ch. 1: Introduction to Action Research
2. January 24*	Mindfulness & VTS Creating an Action Research Topic of Study Developing an Action Research Question Contemplating an Intervention Creating a Template for the Action Research Paper Expectations of research proposal Constructive Peer Groups Assigned Literature Review Defined	READ: Mertler - Ch. 2: Overview of the Action Research Process DUE: Literature Critique Part I
3. January 31*	Librarian presentation The Process of Researching a Topic Review of current literature Finalizing the research question Writing the introduction Defining the Setting	READ: Mertler - Ch. 3: Planning for Action Research & Reviewing Related Literature DUE: Research Proposal
4. February 7*	NO CLASS - CONFERENCES	DUE: Literature Critique Part II
5. February 14*	NO CLASS - WORK ON ASSIGNMENTS	DRAFT DUE: Introduction
6. February 21	Honing the Research Question	

Week/Class Date	Topic(s)	Readings/Assignments Due
	Writing the Literature Review Writing the Action Research Paper Getting Organized Academic Language Usage Beginning the template	
7. February 28*	Methodology and Research Design Qualitative Research Methods Explored Quantitative Research Methods Explored Mixed Methods Explored Data collection Creating triangulation	DRAFT DUE: Literature Review
NO CLASS MARCH 4-10 – SPRING BREAK !!!		
8. March 13*	Mid-semester progress check	DRAFT DUE: Methodology
9. March 20	Learning How to Code Data Creating Themes Data Analysis: Quantitative and Qualitative	FIELD WORK: Data Collection & Analysis
10. March 27	NO CLASS - CONFERENCES & DATA COLLECTION	FIELD WORK: Data Collection & Analysis
11. April 3	NO CLASS - DATA COLLECTION	FIELD WORK: Data Collection & Analysis
12. April 10	NO CLASS - DATA COLLECTION	FIELD WORK: Data Collection & Analysis
13. April 17*	Conclusions Connecting back to the literature “So what?” and “What’s next?”	DRAFT DUE: Findings
14. April 24	Final project and presentation prep.	
15. May 1*	Action Research Presentations – TIME & LOCATION TBD Course evaluations	Action Research Presentation (IN CLASS on Wednesday, May 1) FINAL Action Research Paper due by Friday, May 3

Week/Class Date	Topic(s)	Readings/Assignments Due
All assignments due by Friday, May 3		

The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	<p style="text-align: center;">Advocacy and Agency</p> <p>The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make</p>	<p style="text-align: center;">Teacher Candidate Digital Portfolio</p> <p>This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates’ advocacy of critical issues relevant to secondary education, and candidates’</p>

Course	Seed/Definition	Key Assignment Description
	<p>choices in their own best interests—in the classroom and beyond.</p>	<p>thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education.</p> <p>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</p>
<p>Methods I</p>	<p>Social Justice</p> <p>The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.</p>	<p>Lesson Plan</p> <p>Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability to integrate justice concepts/content into their instruction.</p> <p>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</p>
<p>Human Development and Learning</p>	<p>Relationships with and Respect for Youth</p> <p>The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will</p>	<p>Case Study/Student Application Project</p> <p>The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p> <p>Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</p>

Course	Seed/Definition	Key Assignment Description
	be able to connect their life experiences to learning.	
Methods II	<p>Inquiry and Reflection</p> <p>The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.</p>	<p>Unit Plan/Lesson Implementation</p> <p>Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p> <p>Note: Students will also be asked to identify what <u>they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</u></p>
Content Literacy	<p>Collaboration and Partnership</p> <p>The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p>Disciplinary Literacy Inquiry Project</p> <p>Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.</p> <p>Note: Students will also be asked to identify what <u>they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.</u></p>
Internship and Internship Seminar	All SEED Seeds: Applications to Teaching	
	All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	All SEED Seeds: Applications to Teaching and Teaching Inquiries	
	All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

College of Education and Human Development Policies and Information

Professional Dispositions

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

Licensure Requirements

See <https://education.gmu.edu/teacher-track/licensure-requirements>

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/> .