

EDCI 597 and SEED 406: *LGBTQ Issues in Education*

Spring 2021, Three Credits

Wednesdays 4:30 – 7:10pm

Zoom link for class meetings and office hours are located on Blackboard

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Office Hours: By appointment Thursdays, 12:30 – 4:30pm

University Catalog Course Description

Provides an overview of contemporary issues and concepts related to lesbian, gay, bisexual, trans, and queer persons and communities as they relate to systems, structures, and experiences within educational contexts (e.g., schools, museums, and community organizations). Focuses on theories, methods, and practices to support learners and educators in settings inclusive of all sexual identities and orientations.

Course Overview

This course provides instruction in how to create supportive, safe and affirming educational environments for LGBTQ+ students, faculty, staff and communities in classrooms, schools, as well as both formal and informal spaces of learning (i.e., Gay Straight Alliances and youth groups). The course utilizes seminar discussions and facilitated dialogues, readings, media screenings, guest speakers, and community engagement exercises as a means to apply theories, methods, and practices from LGBTQ studies, queer studies, multicultural and educational studies to educational settings and contexts.

Course Delivery Method:

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.

This course will be delivered using a seminar format utilizing the following:

- Application activities and assignments
- Individual and/or small group activities
- Research-based writing activities and assignments
- Materials and activities via Blackboard and other online websites

Learning Objectives and Outcomes

This course is designed to enable students to do the following:

1. Interpret the historical, cultural and institutional experiences of LGBTQ+ persons and communities in schools and other places of learning in the United States and globally (InTASC Standard #10).
2. Analyze local, regional, and national standards, practices, and policies relating to LGBTQ+ issues in schools and other places of learning in the United States and globally (InTASC Standard #9 and Standard #10).

3. Recognize the unique professional demands, constraints, needs, and policies that affect LGBTQ+ educators working in schools and other places of learning (InTASC Standard #8 and Standard #10).
4. Apply evidence-based and research-informed strategies for delivering educational services that can enhance the well-being of LGBTQ+ youth and their families through effective facilitation and collaboration (InTASC Standard #2, Standard #3, Standard #7, Standard #8, Standard #9, and Standard #10).
5. Evaluate appropriate utilization of curricular texts and instructional materials that support LGBTQ+ individuals and communities (InTASC Standard #3, Standard #7, Standard #8, and Standard #9).
6. Investigate appropriate educational experiences that use anti-oppressive pedagogies to challenge bigotry, inequality, and systems of oppression based upon gender expression, gender identity and sexual orientation (InTASC Standard #7, Standard #8, and Standard #9).
7. Construct learning experiences that show an understanding of how sexual identity and gender identity combine with nationality, race and ethnicity, religion, social class, and physical ability to shape the experiences of LGBTQ+ individuals and communities (InTASC Standard #2 and Standard #3).
8. Design developmentally, educationally, and functionally appropriate educational resources and materials to support LGBTQ+ learners and the learning of LGBTQ+ topics and issues (InTASC Standard #7 and Standard #8).
9. Demonstrate an understanding of the social, cultural, political and material issues LGBTQ youth face in schools and other places of learning including bullying, violence, homelessness, and discrimination (InTASC Standard #3 and standard #9).
10. Identify and evaluate opportunities and practices across school curricula that enhance and support deeper engagement and understanding of LGBTQ+ histories, cultures, identities and issues (InTASC Standard #7 and Standard #8).
11. Develop an awareness of informal places of learning that support LGBTQ+ youth and families outside of or in addition to formal classroom learning (i.e., Gay Straight Alliances, PFLAG, GLSEN, youth groups, etc.) (InTASC Standard #10).

Professional Standards

Upon completion of this course, students will have met the following professional standards from InTASC (The Interstate Teacher Assessment & Support Consortium):

- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Required Blackboard Readings (Articles, Chapters, Excerpts from Books):

- Airton, L. (2013). Leave “those kids” alone: On the conflation of school homophobia and suffering queers. *Curriculum Inquiry*, 43(5), 532–562
- Brockenbrough, E. (2011). Agency and abjection in the closet: The voices (and silences) of black queer male teachers. *International Journal of Qualitative Studies in Education*, 25(6), 741-765.
- Carlile, A. & Paechter, C. (2018). *LGBTQI parented families and schools: Visibility, representation, and pride* (pp. 12-34; 73-135). New York, NY: Routledge.

- Carlson, D. (2014). 'It gets better': Queer youth and the history of the "problem of the homosexual" in public education. In A. Ibrahim & S. R. Steinberg (Eds.), *Critical youth studies: A reader* (pp. 141-151). New York, NY: Peter Lang.
- Chmielewski, J., Belmonte, K., Stoudt, B., & Fine, M. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender nexus. In R. Skiba, K. Mediratta, & M. Rausch (Eds.), *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave Macmillan.
- Crenshaw, K. (2016). The urgency of intersectionality. *TedWomen 2016*. Retrieved from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
- Cruz, C. (2013). LGBTQ youth of color video making as radical curriculum: A brother mourning his brother and a theory in the flesh. *Curriculum Inquiry*, 43(4).
- Fantus, S. & Newman, P. (2020). Promoting a positive school climate for sexual and gender minority youth through a systems approach: A theory-informed qualitative study. *American Journal of Orthopsychiatry*, <http://dx.doi.org/10.1037/ort0000513>
- Finley, B. & Lavoie, D. (2020, August 26). Court: School transgender bathroom policy unconstitutional. *AP News*. Retrieved from <https://apnews.com/article/46c768d4350f782f83e47209d884f924>
- Furman, E., Kaur Singh, A., Darko, N., and Larose Wilson, C. (2018). Activism, intersectionality, and community psychology: The way in which Black Lives Matter Toronto helps us to examine white supremacy in Canada's LGBTQ community. *Community Psychology in Global Perspective*, 4(2), 34-54.
- Fury. (2017, May 30). Extracting queerness from a narrative of suffering. *Archer Magazine*. Retrieved from <http://archermagazine.com.au/2017/05/queerness-suffering/>
- Greteman, A. (2016). Queer thrival. In N.M. Rodriguez, W.J. Martino, J.C. Ingrey, & E. Brockenbrough, (Eds.), *Critical concepts in queer studies and education: An international guide for the twenty-first century* (pp. 309-317). New York, NY: Palgrave Macmillan.
- Greytak, E.A. & Kosciw, J.G. (2013). Responsive classroom curriculum for lesbian, gay, bisexual, transgender, and questioning students. E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 175-188). New York, NY: Routledge.
- Haines, K., Boyer, R., Giovanazzi, C. & Galupo, M. (2018). "Not a real family": Microaggressions directed toward LGBTQ families. *Journal of Homosexuality*, 65(9): 1138-1151.
- Human Rights Watch. (2016). "Like walking through a hailstorm": Discrimination against LGBT Youth in US Schools (research brief). New York, NY: Author.
- Ingram, N. (2019, June 11). The state of LGBTQ curriculum: Tide is turning as some states opt for inclusion, others lift outright restrictions. *The 74 Million*. Retrieved from <https://www.the74million.org/the-state-of-lgbtq-curriculum-tide-is-turning-as-some-states-opt-for-inclusion-others-lift-outright-restrictions/>
- Kahn, M. & Gorski, P. (2016). The gendered and heterosexist evolution of the teacher exemplar in the United States: Equity implications for LGBTQ and gender nonconforming teachers. *International Journal of Multicultural Education*, 18(2).
- Lapointe, A. & Crooks, C. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth*, 15(3), 149-161.
- Marcus, S. (2005). Queer theory for everyone: A review essay. *Signs: Journal of Women in Culture and Society*, 31(1).

- Miller, sj. & Gilligan, J.R. (2014). Heteronormative harassment: Queer bullying and gender non-conforming students. In E.J. Meyer & D. Carlson (Eds.), *Gender and sexualities in education: A reader* (pp. 217-229).
- Minero, E. (2018, April 19). Schools struggle to support LGBTQ students. *Edutopia*. Retrieved from <https://www.edutopia.org/article/schools-struggle-support-lgbtq-students>
- Meyer, E.J. (2007). "But I'm not gay": What straight teachers need to know about queer theory. In N. M. Rodriguez & W. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education* (pp. 15-32). New York, NY: Peter Lang
- Orr, A. & Komosa-Hawkins, K. (2013). Law, policy, and ethics: What school professionals need to know. In E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 91-122). New York, NY: Routledge.
- Paceley, M. (2020). Youth-based gender, sexuality, and race equity work in secondary schools. *Oxford Research Encyclopedias*, <https://doi.org/10.1093/acrefore/9780190264093.013.1308>
- Payne, E. C., & Smith, M. (2011). The reduction of stigma in schools: A new professional development model for empowering educators to support LGBTQ students. *Journal of LGBT Youth*, 8(2), 174–200.
- Peter, T., Taylor, C., & Campbell, C. (2016). "You can't break... when you're already broken": The importance of school climate to suicidality among LGBTQ youth. *Journal of Gay & Lesbian Mental Health*, 20(3): 195-213.
- Robinson, S. (2016). Out of the closet and into the classroom: LGBTQ issues and inclusive classroom practice. In V.E. Bloomfield & M.E. Fisher (Eds.), *LGBTQ voices in education* (pp. 161-175). New York, NY: Routledge.
- Rosenberg, R. (2016). The whiteness of gay urban belonging: Criminalizing LGBTQ youth of color in queer spaces of care. *Urban Geography*, DOI:10.1080/02723638.2016.1239498
- Russell, S. & Fish, J. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12: 465-487.
- Scharrón-Del Río, M. (2020). Intersectionality is not a choice: Reflections of a queer scholar of color on teaching, writing, and belonging in LGBTQ Studies and academia. *Journal of Homosexuality*, 67(3): 294-304.
- Sinclair-Palm, J. & Gilbert, J. (2018). Naming new realities: Supporting trans youth in education. *Sex Education*, 18(4), 321-327.
- Singh, A., Meng, S. & Hansen, A. (2014). "I am my own gender": Resilience strategies of trans youth. *Journal of Counseling & Development*, 92.
- Smith, M. (2019). "I accept all students": Tolerance discourse and LGBTQ ally work in U.S. public schools. *Equity & Excellence in Education*
- Vider, S. & Byers, D. (2015, December 10). Queer homeless youth, queer activism in transition. *Slate*. Retrieved from <https://slate.com/human-interest/2015/12/queer-homeless-youth-need-lgbtq-activists-to-fight-for-them.html>
- Wagaman, M.A. (2016). Promoting empowerment among LGBTQ youth: A social justice youth development approach. *Child Adolescent Social Work Journal*, 33: 395-405.
- Wimberly, G. (2015). *LGBTQ issues in education: Advancing a research agenda*. American Educational Research Association.
- Yong, E. (2019, January 15). Young trans children know who they are. *The Atlantic*. Retrieved from <https://www.theatlantic.com/science/archive/2019/01/young-trans-children-know-who-they-are/580366/>

Course Performance Evaluation

- Reading Discussion Facilitation 200 points (20%)
- Book Circle Workshop 200 points (20%)
- Artifact Research Project 200 points (20%)
- Artifact and Presentation 200 points (20%)
- Participation 200 points (20%)

Reading Discussion Facilitation

Students will select a course session to co-facilitate as discussion facilitators of the assigned readings for that week's session. Each student will prepare a written synthesis of the readings for the instructor and classmates and prepare talking points to discuss about the readings, solicit peer and instructor comments during the discussion, and share questions to consider during the discussion of the readings. *Students are strongly encouraged to utilize creativity in their delivery format and instructional tools.*

Book Circle Workshop

Students will select a book (fiction or nonfiction) from a list of books that relate to LGBTQ+ youth experiences, themes and issues. After reading, students will write a brief synthesis paper (approximately three pages) and then discuss the book with a group in class and respond to provided prompts. Working in their group, students will then work together to create a presentation of their discussion and develop an instructional rationale for their book for future use.

Artifact Research Project

Drawing on the themes of the course, students will select a topic of interest and pursue outside research to further develop their understanding of how this issue impacts LGBTQ+ students, families, and/or educators. Students will submit a 5-7 page research paper (not including references) using a minimum of five sources. This research project should be used as a foundation for the curricular/instructional artifact development and presentation.

Curricular/Instructional Artifact and Presentation

Students will work with the course instructor to design a curricular and/or instructional artifact to use in future scenarios that would better equip an educator, group leader, instructor, or facilitator on a topic of the student's choice as it relates to LGBTQ+ persons and communities in educational contexts. Students are expected to build on the research done in the Artifact Research Project to fully develop this project. Examples of artifacts could include, but are not limited to, lesson plans, unit plans, instructional aides, annotated bibliographies, websites and media resources.

In-Class Participation

As an upper-level course, the success of this class is dependent on your active participation. This course covers a lot of material and you are expected to keep up with the readings and to come to class prepared to discuss the material for that day, as well as material covered in previous class meetings. Class attendance, discussions, questions, and written assignments outside of assignments listed above will all contribute to the assessment of your class participation.

You must attend class in order to participate. Naturally the design and meeting format of this course has been impacted by the global pandemic from the outset, and I assume that we may all experience individual difficulties in attending classes from time to time. *Please keep me informed*

of any difficulties you have with attending and participating in class; I am open to making alternate plans with students who are experiencing forms of trauma, but we need to ensure that we have open lines of communication and trust to do so.

I also expect that you will conduct yourselves with professionalism. This means arriving on time and focusing your attention on class activities. Please keep yourself muted during lectures and avoid using other devices that may be a distraction, or (inadvertently) sharing inappropriate images or messaging through your screen background or screen sharing.

Grading: 1000 points possible

Letter	Points		
A+	1000 – 970	B-	839 – 800
A	969 – 940	C+	799 – 770
A-	939 – 900	C	769 – 740
B+	899 – 870	C-	739 – 700
B	869 – 840	D	699 – 600
		F	<600

Professional Dispositions:

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

CLASS SCHEDULE

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

Week 1 (January 27): Introduction to Course and Historical Context

- Carlson, D. (2014). 'It gets better': Queer youth and the history of the "problem of the homosexual" in public education. In A. Ibrahim & S. R. Steinberg (Eds.), *Critical youth studies: A reader* (pp. 141-151). New York, NY: Peter Lang.
- Graves, K. (2015). LGBTQ education research in historical context. In G. Wimberly (Ed.) *LGBTQ issues in education: Advancing a research agenda*. American Educational Research Association.

Week 2 (February 3): Policy and Institutional Contexts

- Orr, A. & Komosa-Hawkins, K. (2013). Law, policy, and ethics: What school professionals need to know. In E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 91-122). New York, NY: Routledge.
- Ingram, N. (2019, June 11). The state of LGBTQ curriculum: Tide is turning as some states opt for inclusion, others lift outright restrictions. *The 74 Million*. Retrieved from <https://www.the74million.org/the-state-of-lgbtq-curriculum-tide-is-turning-as-some-states-opt-for-inclusion-others-lift-outright-restrictions/>
- Minero, E. (2018, April 19). Schools struggle to support LGBTQ students. *Edutopia*. Retrieved from <https://www.edutopia.org/article/schools-struggle-support-lgbtq-students>

Week 3 (February 10): Safe Zone Workshop

Students will participate in an in-class workshop led by GMU Safe Zone facilitators.

- Smith, M. (2019). "I accept all students": Tolerance discourse and LGBTQ ally work in U.S. public schools. *Equity & Excellence in Education*

Week 4 (February 17): Theoretical Framework – Queer Theory

- Marcus, S. (2005). Queer theory for everyone: A review essay. *Signs: Journal of Women in Culture and Society*, 31(1).
- Meyer, E.J. (2007). "But I'm not gay": What straight teachers need to know about queer theory. In N. M. Rodriguez & W. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education* (pp. 15-32). New York, NY: Peter Lang
- Airton, L. (2013). Leave "those kids" alone: On the conflation of school homophobia and suffering queers. *Curriculum Inquiry*, 43(5), 532–562
- Fury. (2017, May 30). Extracting queerness from a narrative of suffering. *Archer Magazine*. Retrieved from <http://archermagazine.com.au/2017/05/queerness-suffering/>
- Greteman, A. (2016). Queer thrival. In N.M. Rodriguez, W.J. Martino, J.C. Ingrey, & E. Brockenbrough, (Eds.), *Critical concepts in queer studies and education: An international guide for the twenty-first century* (pp. 309-317). New York, NY: Palgrave Macmillan.

Week 5 (February 24): Book Circle Workshop

Book synthesis due to BB by 11:59pm on Tuesday, February 23rd.

Week 6 (March 3): Intersectionality and BIPOC Experience

- Watch: Kimberlé Crenshaw, “The Urgency of Intersectionality”
- Furman, E., Kaur Singh, A., Darko, N., and Larose Wilson, C. (2018). Activism, intersectionality, and community psychology: The way in which Black Lives Matter Toronto helps us to examine white supremacy in Canada’s LGBTQ community. *Community Psychology in Global Perspective*, 4(2), 34-54.
- Rosenberg, R. (2016). The whiteness of gay urban belonging: Criminalizing LGBTQ youth of color in queer spaces of care. *Urban Geography*
- Chmielewski, J., Belmonte, K., Stoudt, B., & Fine, M. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender nexus. In R. Skiba, K. Mediratta, & M. Rausch (Eds.), *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave Macmillan.

Week 7 (March 10): Trans* Experience

- Watch: *Becoming Me* (2012)
- Yong, E. (2019, January 15). Young trans children know who they are. *The Atlantic*. Retrieved from <https://www.theatlantic.com/science/archive/2019/01/young-trans-children-know-who-they-are/580366/>
- Finley, B. & Lavoie, D. (2020, August 26). Court: School transgender bathroom policy unconstitutional. *AP News*. Retrieved from <https://apnews.com/article/46c768d4350f782f83e47209d884f924>
- Singh, A., Meng, S. & Hansen, A. (2014). “I am my own gender”: Resilience strategies of trans youth. *Journal of Counseling & Development*, 92.
- Sinclair-Palm, J. & Gilbert, J. (2018). Naming new realities: Supporting trans youth in education. *Sex Education*, 18(4), 321-327.

Week 8 (March 17): Violence, Victimization and Survival

- Watch: *Check It* (2016)
- Human Rights Watch. (2016). “Like walking through a hailstorm”: Discrimination against LGBT Youth in US Schools (research brief). New York, NY: Author.
- Miller, sj. & Gilligan, J.R. (2014). Heteronormative harassment: Queer bullying and gender non-conforming students. In E.J. Meyer & D. Carlson (Eds.), *Gender and sexualities in education: A reader* (pp. 217-229).
- Fantus, S. & Newman, P. (2020). Promoting a positive school climate for sexual and gender minority youth through a systems approach: A theory-informed qualitative study. *American Journal of Orthopsychiatry*

Artifact Research Project due to BB by 11:59pm on Tuesday, March 16th.

Week 9 (March 24): Co-Occurring Traumas

Review Artifact Research and Introduce Final Project

- Russell, S. & Fish, J. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12: 465-487.
- Peter, T., Taylor, C., & Campbell, C. (2016). “You can’t break... when you’re already broken”: The importance of school climate to suicidality among LGBTQ youth. *Journal of Gay & Lesbian Mental Health*, 20(3): 195-213.

- Vider, S. & Byers, D. (2015, December 10). Queer homeless youth, queer activism in transition. *Slate*. Retrieved from <https://slate.com/human-interest/2015/12/queer-homeless-youth-need-lgbtq-activists-to-fight-for-them.html>

Week 10 (March 31): Supporting LGBTQ+ Youth – Resources, Programs and Community

- Watch: *Saturday Church* (2017)
- Lapointe, A. & Crooks, C. (2018). GSA members' experiences with a structured program to promote well-being. *Journal of LGBT Youth*, 15(3), 149-161.
- Pacey, M. (2020). Youth-based gender, sexuality, and race equity work in secondary schools. *Oxford Research Encyclopedias*,
- Wagaman, M.A. (2016). Promoting empowerment among LGBTQ youth: A social justice youth development approach. *Child Adolescent Social Work Journal*, 33: 395-405.

Week 11 (April 7): Queering Curriculum

- Greytak, E.A. & Kosciw, J.G. (2013). Responsive classroom curriculum for lesbian, gay, bisexual, transgender, and questioning students. E.S. Fisher & K. Komosa-Hawkins (Eds.), *Creating safe and supporting learning environments: A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families* (pp. 175-188). New York, NY: Routledge.
- Cruz, C. (2013). LGBTQ youth of color video making as radical curriculum: A brother mourning his brother and a theory in the flesh. *Curriculum Inquiry*, 43(4).
- Robinson, S. (2016). Out of the closet and into the classroom: LGBTQ issues and inclusive classroom practice. In V.E. Bloomfield & M.E. Fisher (Eds.), *LGBTQ voices in education* (pp. 161-175). New York, NY: Routledge.

Week 12 (April 14): LGBTQ Educators – Panel Discussion

Students will participate in an in-class panel with FCPS educators.

- Kahn, M. & Gorski, P. (2016). The gendered and heterosexist evolution of the teacher exemplar in the United States: Equity implications for LGBTQ and gender nonconforming teachers. *International Journal of Multicultural Education*, 18(2).
- Brockenbrough, E. (2011). Agency and abjection in the closet: The voices (and silences) of black queer male teachers. *International Journal of Qualitative Studies in Education*, 25(6), 741-765.
- Scharrón-Del Río, M. (2020). Intersectionality is not a choice: Reflections of a queer scholar of color on teaching, writing, and belonging in LGBTQ Studies and academia. *Journal of Homosexuality*, 67(3): 294-304.

Week 13 (April 21): Engaging LGBTQ+ Parents, Families and Communities

- Haines, K., Boyer, R., Giovanazzi, C. & Galupo, M. (2018). "Not a real family": Microaggressions directed toward LGBTQ families. *Journal of Homosexuality*, 65(9): 1138-1151.
- Carlile, A. and Paechter, C. (2018). "Ideologies of Parenting and Schools" and "LGBTQI+ Parents' Perspectives on Their Children's Schools" from *LGBTQI parented families and schools: Visibility, representation, and pride*. New York, NY: Routledge.
 - (Chapters Two and Four)
- Watson, R. and Russell, S. (2015). Schools and children in LGBTQ families. In G. Wimberly (Ed.) *LGBTQ issues in education: Advancing a research agenda*. American Educational Research Association.

Week 14 (April 28): Presentation of Curricula/Instructional Artifacts

Curricular/Instructional Artifact due to BB by 11:59pm on Sunday, May 2nd.

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 <http://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.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you want 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 from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>