

George Mason University  
College of Education and Human Development  
Elementary Education

College of  
EDUCATION HUMAN DEVELOPMENT MASON



Promoting Learning Development Across the Lifespan

**EDUC 301 002- Educating Diverse and Exceptional Learners**  
**3 credits, Spring 2018**  
**Wednesdays 7:20-10:00, Robinson A Room 247 FAIRFAX CAMPUS**

**Faculty**

Name: Kathleen Ann Ramos, Ph.D.  
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**Prerequisites/Co-requisites** None

**University Catalog Course Description**

Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations. Notes: Requires school-based field experience during course.

**Course Delivery Method** This course will be delivered using a lecture and discussion format with the potential option of a few virtual online sessions.

**Learner Outcomes or Objectives**

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

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

## Required Texts

Nora, J., & Echevarria, J. (2016). *No more low expectations for English learners*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-07471-9

All additional readings and media material for the course will be available through links and PDFs on Blackboard under Course Content.

## Professional Standards

Upon completion of this course, students will have met the following professional standards:

### InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- Standard #2: **Learning Differences.** The teacher uses the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## Course Performance Evaluation

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date** (Blackboard or hard copy). Late assignments will receive reduced credit. All assignments will be posted and should be completed on Blackboard.

### • Assignments and/or Examinations:

- Field experience is required
- There will be no formal tests or quizzes

Assignment	Due Date	Points
<b>Class Participation:</b> Your class participation grade will reflect the quality as well as the quantity of your participation. Satisfactory participation requires that you are <b>present, prepared, and engaged</b> . In-class assignments and discussions will be used to engage your thinking on the day's topic.	<b>Ongoing</b>	<b>140</b> (10 points per class)
<b>Be A Teacher for 15 Minutes:</b> You want to be a teacher so here's your chance! Create and present information to our class on one of the approved topics related to student diversity. Approval and sign-up required. ( <b>List of potential topics, specific directions, and rubric on Blackboard</b> ).	<b>Sign Up Required</b> During first 3 weeks (2/14, 2/21 or 3/7)	<b>50</b>
<b>Multicultural Research Summaries (3):</b> Read three current professional journal articles on cultural pluralism and/or culturally responsive teaching and	<b>#1 on 2/14</b>	

be ready to discuss them in class. ( <b>Assignment details below and on Blackboard</b> ).	<b>#2 on 3/7 #3 on 3/28</b>	<b>75</b> (25 points per summary)
<b>Professional Dialogue/Teacher Interview:</b> Engage in a dialogue with a teacher around 5 topics to learn how this educator addresses the needs of diverse children. You will be required to share insights you have gained through your conversation, which reinforces or negates (from the teacher's perspective) concepts learned in the course and complete a write up and reflection of the interview. ( <b>Assignment details below and on Blackboard</b> ).	<b>April 18th</b>	<b>100</b>
<b>Field Experience &amp; Reflection:</b> Observe in a public school setting for a minimum of 10 hours to include a special education or regular education classroom. A reflection paper will be completed with instructions posted on Blackboard. Observations need to be done within the last 3 weeks of class. ( <b>Assignment details below and on Blackboard</b> ).	<b>May 2nd</b>	<b>100</b>

- **Major Assignment Descriptions:**

**Class Participation (10 points per class):** Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as the quantity of your participation. Such participation can only occur when you are **present, prepared and engaged**. That is, thorough preparation for the class through deep, critical reading and thinking is the key to fully engaged participation in discussions and activities during class. **Each week, you will complete readings, watch videos, explore websites, and/or complete mini-activities prior to the class meeting.** In this way, in-class discussions and activities will be an opportunity for you to share your thinking on the day's topic(s) thoughtfully and reflectively. You must be present in class, prepared to participate, and engage actively to earn these points.

**Be a Teacher for 15 Minutes (50 points):** You want to be a teacher...here's your chance! Create and present information to our class on a topic about **one** of the approved topics related to student diversity. This presentation will include involving peers in a brief, meaningful activity. Approval and sign-up required. (50 points: List of potential topics, specific directions, and rubric on Blackboard).

**Multicultural Research Summaries (3 at 25 points each):** Read three current professional journal articles on cultural pluralism and/or culturally responsive teaching and be ready to discuss them in class. Provide the following information for *each* source including proper references: 3 key concepts, 1 analytical paragraph showing connections and applications, 1 quote from each source worthy of class discussion, and 3 questions to spark discussion. Provide proper citation in APA-6 style for each article. You will need to annotate the article as you read to note connections, critiques, and/or questions/wonderings that you have. ***Please bring the annotated article in print or electronic form to class.***

**Professional Dialogue/Interview with a Current Public School Teacher (100 points):** Engage in a dialogue/interview around 5 topics with a current public school teacher to learn how this educator learns about and responds to the needs of diverse children. More details about the topics and interview construction will be given in class. Take detailed notes or record the interview. You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher's perspective) concepts learned in the course. Please probe for examples to illustrate the teacher's comments. Provide the grade level and

demographics of the students with whom this teacher works, the number of years this teacher has taught, and the scope of his/her experience.

Use the following format **for each of the 5 topics** of discussion. A. Write the open-ended question(s) and summarize the teacher’s answer(s) (4 points); B. State one or two follow-up question(s) you asked and further knowledge you gained (4 points); C. Explain the insights that you gained related to what we have studied this semester in EDUC 301 (4 points); D. What questions did the interview generate about teaching and learning with this diverse population? (4 points); E. In a summary paragraph, for each topic, explain, in detail, what you think teachers must do to serve this diverse population with equity and excellence (4 points). Create a title page for your work. Use 1” margins and *Times New Roman* 12-point font. Single-space your work with double-spacing between major sections (A-E). Use consistent, bolded subheadings to organize your paper.

**Field Experience & Reflection (100 points):** Observe in a public school setting for a minimum of 10 hours. Make every effort to include an observation of a Professional Learning Community meeting and a Special Education or IEP meeting, a 504 screening meeting, or a 504 Plan meeting. Other observation hours can be in a special education classroom and/or in an inclusive, regular education classroom. You will write a reflection paper based on this field experience. Please see Blackboard for specific directions and the rubric for this paper. We will discuss this assignment in class. **Field Experience must be requested as described in class by visiting <https://cehd.gmu.edu/teacher/internships-field-experience>.** This site explains how to request placement as well as how to document your Field Experience hours and observations. It is required that you register by **February 9<sup>th</sup>** (early requests are recommended). No placements will be honored after this firm date. Observations need to be done within the last 3 weeks of class.

- **Attendance**

Attendance is **mandatory and required**. Attendance is directly tied to the class participation grade for this course. In the event that a class must be missed due to unavoidable extenuating circumstances, please communicate to the professor prior to the event or as soon as possible. Students without a serious, extenuating reason for missing a class will lose the participation points for that class session. Students who miss a class for any reason are responsible for obtaining pertinent notes/information/hand-outs from a classmate. **Students who miss more than 2 unexcused class sessions will receive a “one letter grade” deduction from the final grade in the course.**

- **Grading**

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	85-89	3.33
B	80-84	3.00
C	70-79	2.00
D	60-69	1.00
F	<59	0.00

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be

submitted on the due date stated within the syllabus and must be submitted in the format outlined by the professor.

**Specific Assignments**

Class Participation (10 points per class)	140 points
Be a Teacher for 15 Minutes	50 points
Multicultural Research Summaries (25 points each)	75 points
Professional Dialogue (aka: Teacher Interview)	100 points
Field Experience Reflection	100 points

**Point Values**

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**465 Points**

**Class Schedule**

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

<b>Class Session</b>	<b>Topic</b>	<b>Readings and Resources</b>	<b>Due FOR Class</b>
1/24	<p><b>Class 1:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Syllabus Review</li> <li>• Intersectionality</li> <li>• Sympathy vs. Empathy</li> </ul>		
1/31	<p><b>Class 2:</b></p> <ul style="list-style-type: none"> <li>• Brief History of Education (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974, etc.)</li> <li>• School Accountability</li> <li>• ESEA to NCLB to ESSA</li> </ul>	<p><b>*Sign up for Field Experience</b></p> <p><b>Historical Timeline of Public Education in the U.S.:</b>  <a href="https://www.raceforward.org/research/reports/historical-timeline-public-education-us">https://www.raceforward.org/research/reports/historical-timeline-public-education-us</a></p> <p><b>From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to the Every Student Succeeds Act (ESSA) 2015:</b>  <a href="https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/">https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/</a></p> <p><b>Every Student Succeeds Act (ESSA) 2015:</b>  <a href="https://www.ed.gov/essa?src=rn">https://www.ed.gov/essa?src=rn</a></p> <p><b>VDOE School Quality Profiles:</b>  <a href="http://schoolquality.virginia.gov">http://schoolquality.virginia.gov</a></p>	<p>Complete all readings and activities in Week 2 Folder on Blackboard <i>prior to Class 2</i></p> <p><b>Sign up for Field Experience</b></p>
2/7	<b>Class 3:</b>	<b>IDEA:</b> <a href="https://sites.ed.gov/idea/about-idea/">https://sites.ed.gov/idea/about-idea/</a>	

	<ul style="list-style-type: none"> <li>• Ableism</li> <li>• Impact of IDEA</li> <li>• Categories of Disabilities under IDEA</li> <li>• Other Health Impairment (OHI)</li> </ul>	<p><b>National Center for Education Statistics:</b> Children and Youth with Disabilities:  <a href="https://nces.ed.gov/programs/coe/indicator_cgg.asp">https://nces.ed.gov/programs/coe/indicator_cgg.asp</a></p> <p><b>National Center on Educational Outcomes:</b>  <a href="https://nceo.info/">https://nceo.info/</a></p> <p><b>Special Education Guide:</b>  <a href="https://www.specialeducationguide.com/disability-profiles/other-health-impairment/">https://www.specialeducationguide.com/disability-profiles/other-health-impairment/</a></p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• The Legal History of Special Education</li> <li>• Categories of Disabilities under IDEA (NICHCY 2012)</li> </ul>	<p>Complete all readings and activities in Week 3 Folder on Blackboard <i>prior to Class 3</i></p> <p><b>Work on Multicultural Research Summary #1 – due next week.</b></p>
2/14	<p><b>Class 4:</b></p> <ul style="list-style-type: none"> <li>• Special Education Eligibility</li> <li>• Overview of IEP/504</li> <li>• Autism Spectrum Disorder</li> <li>• MTSS &amp; PBIS</li> </ul>	<p><b>LD online – Educators’ guide to learning disabilities and ADHD:</b> <a href="http://www.ldonline.org">http://www.ldonline.org</a></p> <p><b>National Institute of Mental Health (NIMH):</b>  <a href="https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml">https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml</a></p> <p><b>Multi-Tiered System of Support (MTSS) &amp; Positive Behavioral Interventions &amp; Supports (PBIS):</b>  <a href="https://www.pbis.org/school/mtss">https://www.pbis.org/school/mtss</a></p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• VDOE Special Education Process</li> <li>• Understanding the Differences: IEP vs. 504 Plan</li> <li>• Creating Culturally Responsive Literacy Programs in Inclusive Classrooms</li> </ul>	<p>Complete all readings and activities in Week 4 Folder on Blackboard <i>prior to Class 4</i></p> <p><b>Complete Multicultural Research Summary #1 – Print &amp; bring to Class 4. Please also bring the annotated article in print or electronic form to Class 4.</b></p> <p><b>Be a Teacher for 15 minutes – 5 presentations</b></p>
2/21	<p><b>Class 5:</b></p> <ul style="list-style-type: none"> <li>• Gifted Education</li> <li>• Discrimination and Disparities in Gifted Identification</li> </ul>	<p><b>National Association for Gifted Education:</b>  <a href="https://www.nagc.org/resources-publications/gifted-education-practices">https://www.nagc.org/resources-publications/gifted-education-practices</a></p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues</li> <li>• 6 Myths of Gifted Education that Lead to Overlooking Talented Minority Students</li> <li>• Meeting Linguistic Needs of High-Potential ELs</li> </ul>	<p>Complete all readings and activities in Week 5 Folder on Blackboard <i>prior to Class 5</i></p> <p><b>Be a Teacher for 15 minutes – 5 presentations</b></p>

2/28	<b>Class 6:</b> Virtual Class	<b>Online Assignment/Discussion Board – Dr. Ramos in Baltimore</b>  <b>Center on Technology and Disability (CTD):</b> <a href="https://www.ctdinstitute.org/?utm_campaign=weta&amp;utm_source=ldonline&amp;utm_medium=sitepromo">https://www.ctdinstitute.org/?utm_campaign=weta&amp;utm_source=ldonline&amp;utm_medium=sitepromo</a>  <b>TTAC Online:</b> A community sharing resources to educate students with disabilities: <a href="http://ttaconline.org/">http://ttaconline.org/</a>  <b>Reading(s):</b> <ul style="list-style-type: none"> <li>• Sections 1 &amp; 2 (pp. 1-35) of <i>No more low expectations for English learners</i> (required text).</li> <li>• Culturally Responsive Early Childhood Classrooms</li> </ul>	Complete all readings and activities in Week 6 Folder on Blackboard  <b>Work on Multicultural Research Summary #2 – due next week.</b>
3/7	<b>Class 7:</b> <ul style="list-style-type: none"> <li>• Multicultural Education</li> <li>• Culture, Language, &amp; Identity</li> <li>• Cultural Pluralism</li> </ul>	<b>Definitions of Multicultural Education:</b> <a href="http://www.nameorg.org/definitions_of_multicultural_e.php">http://www.nameorg.org/definitions_of_multicultural_e.php</a>  <b>Reading(s) (on Blackboard):</b> <ul style="list-style-type: none"> <li>• Re Imagining Multicultural Education</li> <li>• Recap of Luis Moll’s Research on Funds of Knowledge</li> <li>• Fostering Family-School Connections with Diverse Populations</li> </ul> <p><b>NEXT WEEK MARCH 14 = NO CLASS: SPRING BREAK</b></p> 	Complete all readings and activities in Week 7 Folder on Blackboard <i>prior to Class 7</i>  <b>Complete Multicultural Research Summary #2 – Print &amp; bring to Class 7.</b> <i>Please also bring the annotated article in print or electronic form to Class 7.</i>  <b>Be a Teacher for 15 minutes – 5 presentations</b>
3/21	<b>Class 8:</b> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Serving ELs</li> <li>• Dually Identified Students</li> </ul>	<b>Lau v. Nichols</b> <a href="https://www.oyez.org/cases/1973/72-6520">https://www.oyez.org/cases/1973/72-6520</a>  <b>Plyler v. Doe</b> <a href="https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students">https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students</a>  <b>Castañeda v. Pickard</b> <a href="https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html">https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html</a>  <b>Colorin Colorado – A Bilingual Site for Educators and Families of English Language Learners:</b> <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a>	Complete all readings and activities in Week 8 Folder on Blackboard <i>prior to Class 8</i>



		<p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• Section 3 (pp. 37-75 of <i>No more low expectations for English learners</i> (required text))</li> <li>• WIDA Standards (skim)</li> <li>• The Teachers ELs Need</li> </ul>	
3/28	<p><b>Class 9: Virtual Class</b></p> <ul style="list-style-type: none"> <li>• Class (Socioeconomic Status)</li> <li>• Universal Design for Learning (UDL)</li> </ul>	<p><b>Online Assignment/Discussion Board – Dr. Ramos at CIES in Mexico City National Center on Universal Design for Learning:</b>  <a href="http://www.udlcenter.org/aboutudl">http://www.udlcenter.org/aboutudl</a>  (watch video re UDL)</p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• The Trouble with the “Culture Deficit Model”</li> <li>• CREDE’S Five Standards of Effective Pedagogy</li> <li>• UDL with ELs</li> </ul>	<p>Complete all readings and activities in Week 9 Folder on Blackboard</p> <p><b>Work on Multicultural Research Summary #3 – due next week.</b></p>
4/4	<p><b>Class 10:</b></p> <ul style="list-style-type: none"> <li>• Religious Diversity</li> <li>• Political Diversity</li> <li>• Global Competence</li> </ul>	<p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>• Religious Diversity in Schools: Addressing the Issues</li> <li>• Politics in the Classroom: How Much is Too Much?</li> <li>• How to Be a Global Thinker (Boix Mansilla, 2016/17)</li> <li>• Four Strategies for Teaching Open-Mindedness (Merryfield, 2012)</li> </ul>	<p>Complete all readings and activities in Week 10 Folder on Blackboard <i>prior to Class 10</i></p> <p><b>Complete Multicultural Research Summary #3 – Print &amp; bring to Class 10. Please also bring the annotated article in print or electronic form to Class 10.</b></p>
4/11	<p><b>Class 11:</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• LGBTQIA</li> </ul>	<p><b>LGBT Inclusive Curriculum:</b>  <a href="https://www.glsen.org/educate/resources/curriculum">https://www.glsen.org/educate/resources/curriculum</a></p> <p><b>Teaching Tolerance:</b>  <a href="https://www.tolerance.org/topics/gender-sexual-identity">https://www.tolerance.org/topics/gender-sexual-identity</a> (Let’s Talk! Webinars)</p> <p><b>Inspiring the Future: Redraw the Balance</b>  <a href="https://www.youtube.com/watch?v=qv8VZVP5csA">https://www.youtube.com/watch?v=qv8VZVP5csA</a></p> <p><b>Proposed Gender Equity in Education Act of 2017:</b></p>	<p>Complete all readings and activities in Week 11 Folder on Blackboard <i>prior to Class 11</i></p> <p><b>Work on Professional Dialogue/Teacher Interview—due next week</b></p>



		<p><a href="https://www.govtrack.us/congress/bills/115/s1421">https://www.govtrack.us/congress/bills/115/s1421</a>)</p> <p><b>Gender Equity in the Classroom:</b>  <a href="https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber">https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber</a></p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>Schools Address Gender Inclusion to Ensure All Students Can Learn</li> <li>Gender Equity in Education Data Snapshot – USDOE &amp; OCR 2012</li> </ul>	
4/18	<p><b>Class 12:</b></p> <ul style="list-style-type: none"> <li>Students of Color</li> <li>Bilingual/Multilingual learners</li> <li>Biculturalism</li> </ul>	<p><b>*Professional Dialogue/Teacher Interview Due</b></p> <p><b>Racial/Ethnic Enrollment in Schools:</b>  <a href="https://nces.ed.gov/programs/coe/indicator_cge.asp">https://nces.ed.gov/programs/coe/indicator_cge.asp</a></p> <p><b>Teaching Tolerance:</b>  <a href="https://www.tolerance.org/magazine/when-educators-understand-race-and-racism">https://www.tolerance.org/magazine/when-educators-understand-race-and-racism</a></p> <p><b>Reading(s) (on Blackboard):</b></p> <ul style="list-style-type: none"> <li>Disproportionality in Disciplinary Action in Public Education (2012)</li> <li>Teaching Tolerance – Let’s Talk! (2017)</li> <li>Social Justice Standards: The Teaching Tolerance Anti-Bias Framework</li> </ul>	<p>Complete all readings and activities in Week 12 Folder on Blackboard <i>prior to Class 12</i></p> <p><b>*Professional Dialogue/Teacher Interview Due—Print and bring hard copy to Class 12.</b></p>
4/25	<p><b>Class 13:</b></p> <ul style="list-style-type: none"> <li>Trauma</li> <li>Bullying</li> </ul>	<p><b>National Education Association (NEA) – Teaching Students to Prevent Bullying:</b>  <a href="http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html">http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html</a></p> <p><b>Edutopia: Students Standing Up to Bullying and Hate:</b>  <a href="https://www.edutopia.org/blog/standing-against-bullying-not-in-our-schools-suzie-boss">https://www.edutopia.org/blog/standing-against-bullying-not-in-our-schools-suzie-boss</a></p> <p><b>Not in Our Town/Not in Our Schools:</b>  <a href="https://www.niot.org/nios/about">https://www.niot.org/nios/about</a></p> <p><b>View in Class:</b> Bullied Documentary</p>	<p>Complete all readings and activities in Week 13 Folder on Blackboard <i>prior to Class 13</i></p> <p><b>Work on Field Experience Reflection—due next week.</b></p>
5/2	<p><b>Class 14:</b></p> <ul style="list-style-type: none"> <li>Classroom Dynamics</li> <li>Intersectionality</li> <li>ESSA</li> </ul>	<p><b>Teaching at the Intersections:</b>  <a href="https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections">https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections</a></p>	<p>Complete all readings and activities in Week 14 Folder on Blackboard <i>prior to Class 14</i></p> <p><b>*Field Experience Reflection Due –print and bring in hard copy to class.</b></p>

## 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

### Professional Dispositions

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

#### *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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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 <https://cehd.gmu.edu/students/> .**