

George Mason University
College of Education and Human Development
International Education Emphasis, PhD Program

EDUC 880: INTRODUCTION TO INTERNATIONAL EDUCATION

Wednesday, 4:30-7:10

Finley Hall, Room 114

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Prerequisite or Co-requisite: Admission to PhD in Education program, international specialization or permission of instructor.

UNIVERSITY CATALOG DESCRIPTION

Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness.

COURSE OVERVIEW

As a survey course we will examine international educational systems and focus on the relationship to human and national development. We will study critical variables that influence access to, and implementation of, education systems in international settings. Furthermore, we will have discussions of curriculum and instruction, assessment, teacher education, education research and policy, culture, language, social justice, equity, conflict and peace, human resources and national politics.

LEARNER OBJECTIVES

Given instruction, discussion and an opportunity to practice, participants will be able to:

1. Understand the fundamental issues and basic concepts in international education.
2. Explain and apply theoretical bases of international education and their relationship to social justice and equity.
3. Demonstrate how economic, social and political development relates to the education sector in developing countries.

4. Demonstrate understanding of intercultural competency and ability to self-reflect on personal development of intercultural competency.
5. Situate education in the process of institutional development, democratization, and transparency.
6. Use constructivist epistemology to analyze international educational questions, issues and problems.
7. Develop a plan to address a specific need or problem within a particular educational system.
8. Demonstrate capacity for leadership and advocacy in an international setting.

RELATIONSHIP TO PROFESSIONAL STANDARDS

There are a number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. CIES and the associated journal are one of the primary research organizations in the field. This course addresses some of the goals and purposes of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education. In addition, this course is aligned with the following vision statements: CEHD Core Values of research-based practice, social justice, reflection, innovation and collaboration; CEHD's Center for International Education (CIE); and, the National Association for Multicultural Education (NAME) and the American Psychological Association (APA).

COURSE DELIVERY METHOD

As a doctoral seminar, the course will be taught using social constructivist and inquiry-based approaches. Relevant print and non-print publications, media and data sources will be reviewed. Discussions will be facilitated by both the professor and course participants. Participants will engage in the design and development of an educational plan that address a specific need or problem within a particular international educational system. All materials should be read prior to the class date in order to engage in a meaningful discussion.

Some of our classes may be conducted as online discussions using the Bb format. In the instance of an online class students will be notified in advance, the class week will be "Wednesday-Tuesday". All students will be expected to login a minimum of 3 times during the week (logins on Tuesday will not count in facilitating a rich discussion). The first opportunity should be early in the week to review the assignment, finish readings and answer the discussion

questions. The second login should be to respond to a minimum of two other colleagues with thoughtful comments and in-depth questions (responses such as “I agree” do not count). The final login should be no later than Monday to synthesize your understandings, respond to any additional comments and to note what you learned from this week’s discussion. Limit discussion posts to no more than two-three brief paragraphs (be concise and direct while being courteous).

CELL PHONE/LAPTOP USE

All cell phones should be turned off during class and laptops open at the discretion of the instructor. During class discussions, presentations or other interactive experience laptops will be closed.

ATTENDANCE POLICY

PhD students are expected to attend *all* class periods of courses for which they registered. Class participation is a factor in grading; instructors may use absence or tardiness as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Excused absences are up to the discretion of the instructor and will be granted for emergencies, unexpected illness or other major unplanned life events. Non-excused absences are the decision of the student however they will result in lower grades.

REQUIRED TEXTS

Thomson, P. and Walker, M. (Eds). (2010). *The Routledge doctoral student’s companion*. New York: Routledge.

Regan, Timothy (2005). *Non-Western educational traditions: Indigenous approaches to educational thought and practice*, (3rd ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

Shaklee, B. and S. Baily (Eds.). (2012). *Internationalizing teacher education in the United States*. Lanham, MD: Rowman & Littlefield.

Other readings as assigned in course schedule and available on Bb.

RECOMMENDED TEXT

Hayden, M., Levy, J., and J. Thompson (Eds). (2015) *The SAGE handbook of research in international education*. SAGE Publications: Thousand Oaks, CA.

COURSE REQUIREMENTS

Active informed participation: This is defined as full attendance, active informed participation in class discussions and activities, demonstration of positive and collaborative disposition toward colleagues, and satisfactory completion of all project work on time. A major part of course

participation is reading, presentation and facilitation of assigned course material. All readings must be completed for the class date for which they are assigned. All assigned due dates are firm.

All PhD students are expected to abide by the ethical standards of their respective disciplines, the APA guidelines on ethical conduct in research, <http://www.apa.org/ethics/code/>, and the University guidelines on human subjects review, <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. Failure to abide by ethical standards in the field will be considered an Honor Code violation and may result in removal from the program.

EVALUATION

This is a doctoral level course and high quality work is expected of all participants. *Attendance at all classes for the entire class is a course expectation.* In order to qualify for a final grade of A+, a participant enrolled in EDUC 880 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Catalog 2017 will be considered ‘excused’. All papers will follow APA guidelines (most recent edition).

All course requirements will be assessed using a scoring rubrics and/or specific guidelines. All required assignments are due at the beginning of class on the day they are due. Coursework submitted late will automatically receive a one third reduction in total points earned (one full letter grade lower). The grades in this course will be distributed as follows:

Participation/Personal Narrative/Interview	15% = 15 points
Analytical Memo I	15% = 15 points
Analytical Memo II	15% = 15 points
Annotated Bibliography	25% = 25 points
IEPP	30% = 30 points

The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary / Passing
A	Meets Standard	93 – 97.9	4.00	Excellent / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing

B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

Incomplete Grades:

Students who require an incomplete due to extenuating circumstances *must be a student in good standing prior to the request, e.g. up-to date with all assignments, activities and readings.* Incomplete (IN) can be awarded at the discretion of the instructor. In the case of an IN a contract will be established between the student and instructor with specific dates due for work to be completed. Failure to meet the deadlines will automatically result in a grade of “F” eight weeks into the following semester.

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

Date	Topic/Learning Experiences	Readings and Assignments
Historical and Theoretical Perspectives		
WEEK 1 August 30	Course Introduction 1. Introduction 2. Syllabus 3. Planning Ahead – Personal Narrative (due 9/6) 4. Pre-Assessment – course/intercultural skills	READ 1. Dolby, N. & Rahman, A. (2008). Research in International Education 2. Knight, J. (2004). Internationalization Remodeled: Definitions, Approaches and Rationales 3. Arnone, R. (2001). Comparative and International Education Society (CIES) Facing the Twenty-First Century: Challenges and Contributions.
WEEK 2 September 6	Understanding International Education and the PhD Definitions, scope, history and foundations of international education: development, social justice, PK-12 education, emergencies....	DUE: Post your introduction to the class and read: 1. Thomson & Walker (2010) Chapter 1: Doctoral Education in Context 2. Shaklee & Baily (2012), Introduction and Chapter 1 (Kolar) 3. Stromquist, N. (Spring 2005). Comparative and International

		<p>Education: A Journey toward Equality and Equity.</p> <p>4. Crossley, M. (2002). <i>Comparative & International Education: Contemporary Challenges...</i></p>
<p>WEEK 3 September 13</p>	<p><u>Surveying the 'world' of international education</u></p> <p>What aspects of international education attract you? Why? What do you hope to gain from studying an aspect of international education? How does it fit in your world view for your career and future development?</p>	<p>DUE: Read and respond to two colleagues with further questions on Bb and...</p> <p>Select 3 websites to review from Bb in your area of interest in international education, e.g. PK-Schools, Development, Peace Education.....</p> <p>Identify and be prepared to discuss the philosophical stance of the organization, activities and funded projects Consider how your past and/or future work would fit into each agency or organization</p> <p>READ: Routledge: Chapter 2: Wagner (2010) <i>Ignorance in Education Research: How not knowing shapes new knowledge</i></p>
<p>WEEK 4 September 20</p>	<p>What is the difference between internationalization and globalization? What are the values, complexities and beliefs of international education? What is the relationship between international education and multicultural education? How do international schools fit into these notions?</p>	<p>Be prepared to discuss what you learned about your colleagues and read:</p> <ol style="list-style-type: none"> 1. Spring (2004) How Educational Ideologies are Shaping Global Society (Bb, Content) 2. Hayden, M. & Thompson, J. (1995) International Schools and international education: a relationship reviewed 3. Routledge: Thomson & Kamler (2010) Chapter 12: Research IS Writing
<p>WEEK 5 September 27</p>	<p><u>Forces that influence international education</u></p> <p>Conceptualizing education through structures – exploring international and national level structures of influence. Select at least 3 readings to complete this week that are congruent with your interests in international education.</p>	<ol style="list-style-type: none"> 1. Ross, H. (November 2002) The Space between us: The Relational Theories to Comparative and International Education 2. Shaklee & Baily (2012), Chapter 4 (Engel & Oden) <p>Select One based on interest:</p> <p>:</p>

		<ol style="list-style-type: none"> 1. Shaklee & Baily (2012), Chapter 7 (Baily) 2. M. Sinclair (2001). <i>Education in Emergencies</i> 3. K. Tebbe (2009) <i>Global Trends for Education to Support Stability & Resilience</i> 4. M. Ahmed (2010) <i>The Role of NGO's in Globalization</i> 5. Buchmann & Hannum (2001) <i>Education & Stratification in Developing Countries</i> 6. Carnoy (1999) <i>Globalization & educational reform: what planners need to know</i>
<p>WEEK 6 October 4 ONLINE</p>	<p>Education through structures (continued) – exploring regional, state, grassroots and individual structures affecting education</p>	<p>ONLINE Discussion Db for the week</p> <p>Shaklee & Baily (2012), Chapter 5 (Tudball)</p> <p>Routledge Chapter 3: McWilliam & Tan, <i>When qualitative meets quantitative: Conversations about the nature of knowledge</i></p> <p>READ Reagan in its entirety</p>
<p>October 11</p>	<p>Understanding non-western educational traditions – How do cultural components affect educational structures? How do non-western views of teaching and learning influence educational systems? In what ways should US systems attend to non-western views of teaching and learning?</p>	<p>DUE MEMO #1</p> <p>Discussion Leaders Assigned to Chapters:</p> <p>Reagan (2005) Chapters 3-9 – chapters to be assigned in class so each student will lead the discussion of their assigned chapter.</p> <p>The purpose of this discussion is to ask reflective, critical questions to assist your colleagues in learning. A good reference on critical questioning skills can be found at www.criticalthinking.org/pages/the-critical-mind-is-a-questioning-mind/481 or www.umich.edu/~elements/sprobsolv/strategy/cthinking.htm (Socratic Questions). Create 6-8 questions to share that can also be used to generate discussion of your chapter.</p> <p>Review Educational Website for 10/18</p>

<p>Week 7 October 18</p>	<p><u>National emphasis on 'international' education</u></p> <p>How are the dominant values of a country exhibited in the education systems designed for multiple needs and multiple populations? How do the artifacts of news, policy, religion, and other values of a country evidence itself or not evidence itself in education? How does the website reflect international or global dispositions? What curricular artifacts within the website give evidence to global citizenship?</p>	<p>Conduct a “reconnaissance” of the country you selected. Come prepared to explore internet resources related to the country selected at the previous class and be <u>ready to present a 10 minute “field trip”</u> on education in that country and its relation to views of international/global education.</p> <p>READ</p> <ol style="list-style-type: none"> 1. U.S. Department of Education International Strategy 2012-2016. <i>Succeeding Globally Through International Education and Engagement.</i> 2. “Harper Government Launches Comprehensive International Education Strategy”, http://www.international.gc.ca/media/comm/news-communiqués/2014/01/15a.aspx?lang=eng <p><i>International Education: Global Growth and Prosperity, HM Government</i></p>
<p>WEEK 9 October 25</p>	<p><u>The role of community</u></p> <p>Understanding the role of a community of practice in your own learning: How have the discussions thus far facilitated your own learning on international issues? How do you self-evaluate your growth and contributions to this course?</p>	<p>DUE: MEMO #2</p> <p>READ:</p> <p>Shaklee & Baily (2012) Chapter 6 (Day) <i>Engaging Teachers in Building Relationships with International Families.</i></p> <p>Routledge: <i>Paře, A. (2010), Making sense of supervision deciphering feedback.</i></p> <p>Select One based on interest;</p> <p>World Food Programme website: “Promotion of Formal and Non-Formal Education of Children and Youth” (Bb, external link)</p> <p>non-formal education (Bb, external link)</p> <p>Mansilla & Jackson (2011). <i>Educating for Global Competence</i> (Bb, Content)</p>
<p>WEEK 10</p>	<p>Interview an expert for your final paper</p>	<p>DUE: Post the synthesized transcript of</p>

<p>November 1 ONLINE</p>	<p>For your assignment this week, select a person who holds a position or appointment in international education (broadest definition) that you might like to pursue. Arrange for an appointment (Skype is fine) to conduct an interview with that person. Prior to making the appointment read the Gasper chapter and review their CV to see what types of research they conduct, with what populations, and why they pursue what they do.</p> <p>For the purposes of the interview create 6-8 questions that would help you better understand how they decided to work in international education, what kind of roles and responsibilities they have, what kind of background or educational preparation they have, what would they recommend you do at this point in your career if you were moving into this kind of a position. Write up your findings (include questions) and share on Bb Discussion site with the class.</p>	<p>your interview on Bb</p> <p>Routledge, Gasper, D. (2010), <i>Interdisciplinarity and transdisciplinarity: diverse purposes of research...</i></p>
<p>WEEK 11 November 8</p>	<p><u>Understanding peace education & international education</u></p> <p>What is the historic and contemporary relationship between peace education and international education? How do the respective groups of scholars work together? Which theoretical underpinnings do they share?</p>	<p>DUE: 1 page outline of final paper</p> <p>READ: Ndura, Elavie “ Western Education and African Cultural Identity in the Great Lakes Region of Africa: A Case of Failed Globalization.”</p> <p>DeMulder, E., Ndura, E., Stribling, S.” From Vision to Action: Fostering Peaceful Coexistence and the Common Good in a Pluralistic Society through Teacher Education.”</p> <p>Select One: Harris, I. <i>Peace education theory</i></p> <p>Bar-Tal, D. <i>The Elusive Nature of Peace Education</i></p> <p>Reardon, B. <i>Comprehensive Peace Education: Educating for Global Responsibility</i></p>

<p>WEEK 12 November 15</p>	<p><u>Preparation of educators – teachers and administrators</u> Innovations in International Education. What new and/or innovated practices have been created as a result of international education? How do they influence ‘domestic’ practices? What should be the relationship between international and domestic education</p>	<p>DUE: Annotated Bibliography</p> <p>READ:</p> <p>Shaklee & Baily (2012), Chapter 2 (Cushner) or Cushner article in Bb Content</p> <p>Sinicrope, Norris & Watanabe (2007), <i>Understanding and Assessing Intercultural Competence</i> (Bb, Content)</p> <p><i>Preparing Teachers for a Global Age</i> (Bb, Content)</p> <p><i>Preparing Teachers and Developing School Leaders for the 21st Century</i>, OECD (Bb Content)</p>
<p>Week 13 November 22 NO CLASS</p>	<p>THANKSGIVING BREAK</p>	
<p>WEEK 14 November 29</p>	<p>Preparation of educators – development officers and NGO’s</p> <p>Preparing for educational roles beyond schools. What skills, dispositions and knowledge do you need to become successful? What should your philosophy have to do with your choice of NGO appointments?</p>	<p>READ:</p> <p>Getting a job in international development, (Bb Websites)</p> <p>Career Planning for NGO employment (Bb, Websites)</p> <p>Working with NGOs to reinforce their capacity for action (Bb, Websites)</p>
<p>Week 15 December 6</p>	<p>CLASS PRESENTATION OF FINAL PROJECTS</p> <p>Final evaluations and final self-assessment due.</p>	<p>Final evaluations and final self-assessment due</p> <p>FINAL PAPERS DUE December 8th at 5:00 p.m.</p>

ASSIGNMENTS

Personal Narrative Posting (included as part of your participation grade)

The purpose of the personal narrative is to help you to center your own experiences within the realm of international education. Since our culture, beliefs and understandings affect our

professional selves, engaging in the self-examination of your international educational experiences in view of culture and beliefs will allow you to construct a narrative that defines that development and its influence on your professional life today.

Read Chapter 1 in Routledge with paying particular attention to pages 19/23. Write up a 3-5 page personal narrative and *post to the Discussion Board by Wednesday, September 6th*. Be sure to address the following areas:

- a. Specific examples or events, including but not limited to international experiences, influencing your professional belief system
- b. Connections that demonstrate directions or actions taken as a result of your education experiences
- c. Self-reflection on intercultural competencies and areas for continued development.
- d. Synthesis of cultural attributes and beliefs shaped by education experience that influences your professional life today
- e. Critical reflection that demonstrates creative understanding and transformative learning
- f. Relationship of your intentions as a doctoral student and those perspectives described in Routledge.

During the upcoming week (11-16th) select two personal narratives from your classmates, read and respond with questions that promote conversation (dialog) among the three of you. Be sure to address their answers and follow up with additional and mindful questions or reflections. Your participation in Db should begin no later than Friday in order to give ample time for discussion and response. One word responses or "I agree" are insufficient for credit in discussion, no response should be longer than 1-2 paragraphs. *No credit will be given for participation that begins later than Monday*. Be prepared in class on the 20th to discuss what you have learned about and from your colleagues.

Guidelines for Preparing Analytical Memos

The purpose of the memos is to provide you with the opportunity to apply your critical thinking and analytical skills. For each memo you must select one qualitative article and one quantitative article (a total of 4 articles for the 2 assignments) on the same topic. The memos should be 4-6 pages in length, references no more than 5 years old and come from refereed journals in international education. When submitting your memo to Bb, attach a copy of each article. The first analytical memo should focus on topics such as **equity, democracy and/or social justice**, while the second memo should focus on topics related to **curriculum, instruction, assessment, research and/or evaluation in international education**. **All memos must follow APA format.**

Both memos must address the following questions:

- 1) Who is the audience addressed for each article?
- 2) What are the implicit and explicit assumptions of the author(s)?
- 3) What are the issues discussed in each article?

- 4) What are the implications of the issues discussed for international education policy and practice?
- 5) What are the limitations of each article?
- 6) What did you learn from reading each article?

In addition, all memos must include the following: **Participant's Name, Course Title, Section and Number, University Name, Date and Memo No.** The title of your memo must be in the following format:

Author(s) Last name, First name. (Year of Publication), Title of Article, Name of Journal, Volume, Number, Page Numbers.

Please note that failure to adhere to the above requirements will result in loss of points. If you have never written a critical review please read carefully the reference at: olinuris.library.cornell.edu/ref/research/skill26.htm on Critically Analyzing Information Sources.

Grading of Analytical Memos

Analytical memos will be worth 15 points each. Each question will be worth two points except for 4 & 6 which will be 3 points apiece. The memos will be graded as follows: 0 = No response to the question, 1-2 =incomplete information, 2-3 = satisfactory, 3-4 = beyond expectation.

Due Dates: Memo #1 October 11th; Memo #2 October 25th – both are due posted to Bb prior to 4:30.

Annotated Bibliography 25%

An annotated bibliography is a list of citations to refereed articles and is followed by a brief (150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources listed (Cornell University Library, 2013). The purpose of the annotated bibliography is to give you an opportunity to explore topical research in international education, provide a concise review, analysis and evaluation of the articles you have read. You must read and review **10 refereed** research articles, 5 qualitative and 5 quantitative, **all in the same topical area.**

You may not duplicate use of articles for the memo and the annotated bibliography; however, you may use the annotated bibliography assignment as part of your final project paper. For each article read you must list the reference citation at the beginning (using APA format) and provide a succinct critical analysis of the article below. Additional information on writing Annotated Bibliographies is provided on the Bb site. Please read prior to writing.

Grading of Annotated Bibliography:

The annotated bibliography will be worth 25 points. Each bibliography will be graded on breadth, objective reasoning, coverage, writing style and evaluation (all worth 5 points each).

Breadth – to what extent did the bibliography represent the topic of study; did it include 5 quantitative and 5 qualitative articles; were all articles refereed?

Objective Reasoning – is the information shared empirical; was the type of research identified; was the analysis congruent with the article results/findings; were the findings valid and reliable; how common were the findings to other studies in the field?

Coverage – do the articles represent the thinking in the field? Were the sources relevant and current?

Writing Style – does the bibliography conform to APA standards in all dimensions? Does the annotation conform to word limits and express an evaluation of the article?

Evaluation – is the author able to evaluate/judge the validity and/or trustworthiness of the reviewed article?

Due Date: Annotated Bibliography will be posted to Bb and is due November 15th prior to 4:30.

International Education Project Plan (IEPP) and Presentation 30%

The purpose of the IEPP is to give each participant an opportunity to conduct an in depth examination of specific issues or topics related to international education (e.g., regional studies, social justice, peaceful change, demographics, international curriculum, teacher/administrator professional education, non-formal education, development, international programs).

Students may also propose a major project of their own choosing. This may include grant writing/submission; journal article (written/submitted), an action research plan for initiation of an international project. Each paper will be approximately 20-25 pages in length including references.

All project topics must be approved in advance by the instructor. Each student will become an “expert” in a particular dimension of international education. In addition, each student will provide an outline of their presentation, a brief report of the current research in the field, and a list of references/ resources to share as part of their final presentation on December 6th. **The final project paper and presentation will be posted to Bb no later than Friday December 8th by 4:30 p.m.**

Grading of IEPP

Grade/Points	Quality of Written Work	Completeness of Work	Class Presentation
A+ 100	Exceptional quality and insight; a rare & valuable contribution to the field. No APA errors	100% complete	Clear description of the topic and its importance; strong evidence of critical reflection; delivery is engaging and interactive; strong evidence of preparation & organization; extensive resources provided.
A 99-95	Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and APA citation errors.	Accurate & seamless writing; virtually a complete product	Clear description and importance; critical reflection apparent; delivery is good and somewhat engaging; evidence of preparation & organization; some resources provided.
A- 94-90	On target with evidence of understanding; additional need for clarification; more than four errors in grammar, spelling or APA citations	Some shortcomings, none that distract from overall work	Description of topic; little evidence of reflection; delivery is okay; little engagement; some evidence of organization & preparation; limited resources provided.
B+ 89 –85	Competent; provides credible evidence of understanding and application; some lapses in organization, APA citations and/or writing clarity.	Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a whole.	Student states the topic but fails to describe importance. No apparent critical reflection; Delivery is understandable but not enthusiastic or engaging; evidence of preparation is not clear; very limited resources provided.
B 80 – 84	Evidence of understanding presented but	Evidence of effort but one or more significant and	Student makes a presentation without sufficient planning or preparation; topic is unclear; importance is not identified;

	incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient APA citations.	important points are missed or not addressed.	delivery is difficult to follow; no indication of preparation; few if any resources presented.
C 79 and below	Undergraduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	No presentation is attempted.
F	Unacceptable	Difficult to recognize as the assigned task.	No constructive participation; destructive; demeaning toward other points of view.

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/>.

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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

- 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/> .