George Mason University
College of Education and Human Development
FAST TRAIN IB Certificate Program

EDUC 627:
EDUC 627: Contemporary Issues and Trends in IB

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Office Hours: By appointment
Meeting Dates: June 29 – August 2 online
Meeting Time and Location: Online

<u>**Course Description:**</u>
This course focuses on current IB research, trends and issues as well as international, national and state/provincial legislation concerning schools and the potential impact on IB schools. Participants are prepared as leaders and advocates for IB programs and their students.

Please ensure you read the <u>whole</u> syllabus. It contains important information that will help you complete the course smoothly.

<u>**Prerequisites:**</u> Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

<u>**Nature of Course Delivery:**</u>
This course is a seminar. Our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and the International Baccalaureate. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

While this is an online course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website in addition to your weekly readings and work.

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Successful students in an online learning environment are proactive, self-regulated and manage their time well. **You will also be required to participate in at least one synchronous session and one online or face to face conference.**

Expectations for Participation:
This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading and participating in discussions with the whole class and completing a task. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates. The quality of this class depends on the community we create as we engage deeply with the big ideas of the course. For each module you have the possibility of earning up to 10 points for your participation. These points will be awarded at the close of discussion for each module and recorded in the online grade book.

Standards:
National Board of Professional Teaching Standards
Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities
ASTL 6:   Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.
ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

Area of Inquiry 1: Curriculum Processes
   A.   What is international education and how does the IBO's mission and philosophy support it?
   A.   What is the context in which your IB school exists? What political, social and legislative forces affect the delivery of the program?
   A.   How are the aims of the IB program congruent with national philosophy in your context? How are they different?
   B.   In what ways does your program support intercultural awareness and the development of cultural identity? International mindedness?
   B.   In what ways does your program come into conflict with local norms, values and beliefs? How is that addressed?

Area of Inquiry 4: Professional Learning
   N.   What is reflective practice and how does it support program implementation and enhance practice?
   N.   How does your setting promote a Community of Learners?
   O.   What is the role of collaborative working practice in supporting program learning outcomes?
   O.   In what ways to political, social and legislative matters affect building a community of professional practice?
   P.   In what ways is technology supporting your Community of Learners?
   P.   How have you used technology to extend your learning community?
   P.   How do we determine the effectiveness of our learning community?

Technology (ISTE):
   IV.   Teachers use technology to enhance their productivity and professional practice.

Learner Outcomes:
This course is designed to enable students to:

a.   Gain knowledge of historical, political and theoretical perspectives as well as major current trends and issues in international education and how they related to current IB education professional roles and programs.

b.   Examine the role of federal and state-provincial legislation and policy on education programs and services for children and their families.

c.   Examine the purpose of advocacy and the role of local, state-provincial, national and international organizations.

d.   Discuss the intersection of equity and excellence.

e.   Synthesize the implications of current trends and issues within the context of historical, political and theoretical perspectives in international education.

f.   Possess the knowledge and skills to communicate effectively on behalf of international education and IB programs.

Standards and Outcomes Table:

Outcomes	NBPTS/ASTL	IB	Technology
A	1,5,7	a,b,n,o	
B	1,5,7	a,b,n,o	
C	5,6,7	a,b,o,p	
D	1,6	a,b	
E	1,4	a,b	
F	1,5,7	a,b,n,o,p	IV

Required text:

Pearce, R., Ed. (2013). *International Education and Schools: Moving Beyond the First 40 Years.* London: Bloomsbury

Additional readings will be drawn from contemporary journals as well as published research on international education and International Baccalaureate and other programs.

Technology Resources:
- All students are required to have access to a computer with Internet access and a current GMU email account.
- All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.
- All students will have an online copy of the complete IB Teacher Award Standards, Level 1.

Relevant Websites:
- International Baccalaureate Organization, http://www.ibo.org
- Practitioner Research as Staff Development, http://www.aelweb.vcu.edu
- American Psychological Association, http://www.apa.org

GMU Policies and Resources for Students:
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

- The principle of academic integrity is taken very seriously and violations are treated as such. ***Violations of the honor code*** include: copying a paper or part of the paper from another student (current or past); reusing work that you've already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work); copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
- Students may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course. **There are no fieldwork hours for EDUC 627.**
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- FAST TRAIN students are expected to attend *all* class period of courses for which they register. Class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 25 percent deduction in your participation grade.

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

Core Values Commitment:
The College of Education & 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/

Grading Policy:
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course. "F" does not meet requirements of the Graduate School of Education.

Incomplete (IN):
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

PBA's:
All courses in the Certificate Program in Advanced IB Studies will have a required Performance Based Assessment. The required PBA for this course is an in-depth paper, also known as the **Journal Manuscript**. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the anthology.

Every student registered for any Certificate in IB Teaching and Learning course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment to Task Stream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Task Stream. Failure to submit the assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

GMU E-mail & Web Policy:
Mason uses electronic mail (**www.gmu.edu/email**) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but usually within 24 hours.

Course Withdrawal with Dean Approval:
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent

course completion (Mason catalog). *Students must contact an academic advisor* in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Late Work/Submissions:
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Requirements:
All assignments should be turned in on the due date indicated in the schedule via Blackboard **except** for the Project Based Assessment (PBA). The PBA should be uploaded into **Task Stream.** All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents so that comments could be put into the document.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

Assignments and Evaluation:

Assignments and Evaluation overview			
Assignment	**% of final grade**	**Outcomes addressed**	**Due date**
Attendance, preparation, and participation	15%	a,b,c,d	**Cumulative grade**
Idea Paper	15%	a,b,c,d,e,f	**July 16, 2015**
Policy Analysis	20%	a,b,c,d,e,f	**August 2, 2015**
Annotated Bibliography and Abstract	15%	a,b,c,e	**September 15, 2014**
Journal Manuscript (PBA*)	35%	a,b,c,d,e,f	**November 15, 2015**
Total	100%		

* **Performance Based Assessment-** Must be submitted on TaskStream where it will be marked and stored as part of your IB Archive.

Discussion Module Participation Requirements:
Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments).

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Monday and run through the following

Sunday. If the task is a required response, you must start posting for each module by ***Thursday at noon (EST)*** so that the class will have Friday through Monday to engage in conversation.

Students will be expected to respond to any discussion questions that the instructor posts. Additionally, students should respond to **three posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions
1. Responses to the ***initial questions*** that I post to start the discussion should be a minimum of one short paragraph and a maximum of two paragraphs unless otherwise noted.
2. Each module begins on a Monday. You should *begin* posting by Thursday at noon EST (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
   *Please note: it is acceptable to post your responses to my initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done in one swoop.
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
   *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **three** posts from other classmates **unless** otherwise noted in the discussion board prompt.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles/books that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.

Idea Paper
This paper is to be to be a space for the student to propose a topic for the final journal manuscript. It should be no more than three pages in length and should discuss the topic, the reasoning for the pursuit of the topic, the application to the student's educational role, and the proposed thesis/direction. It is expected that the student has done a small amount of preliminary research before

writing the proposal and reference are provided. Feedback will be provided from the idea paper and topics will be approved or modifications might be suggested.

Idea Paper (15% of grade)				
	Exemplary	**Proficient**	**Partially proficient**	**Not proficient**
Criteria:	**3**	**2**	**1**	**0**
Topic Idea x 2	The project clearly, comprehensively and innovatively addresses the current trend or issue identified.	The project clearly addresses the current trend or issue identified.	The project somewhat addresses the current trend or issue identified	The project does not address the current trend or issue identified.
IB Context	Plan shows sophisticated understanding of the IB context.	Plan shows some understanding of the IB context.	Plan shows limited understanding of the IB context.	Plan shows little understanding of the IB context.
Organization	Work is very clearly organized and very well-written with no significant errors.	Work is organized and generally well-written.	Organization and errors detract from overall quality.	Work is disorganized and poorly written.
References	A range of academic references is used to very good effect.	Some academic references are included.	Some academic references are included.	Academic references are missing or incomplete.

Policy Analysis

Students will select a policy at district, regional, or national level and analyze its impact on IB programmes, professional roles, and student learning. This assignment will be done individually and is meant for students to critically assess how policy impacts programs, students, teachers, and/or organizations. Students are encouraged to seek out sources from various parts of the world and publications if relevant. The paper should be three to five pages in APA format.

Policy Analysis (20% of grade)				
	Exemplary	**Proficient**	**Partially proficient**	**Not proficient**
Criteria:	**4**	**3**	**2**	**1**
Description	Provides very clear, concise overview of selected policy.	Provides clear overview of selected policy.	Provides basic overview of selected policy.	Overview of selected policy is minimal or missing.
Analysis	Provides extensive, detailed analysis of impact on IB programmes, professional roles and student learning. Shows in-depth understanding of both the policy and the IB context.	Provides analysis, in some detail, of impact on IB programmes, professional roles and student learning. Shows sound understanding of both the policy and the IB context.	Provides unclear or incomplete analysis of impact on IB programmes, professional roles and student learning. Shows basic understanding of both the policy and the IB context.	Provides insubstantial analysis of impact on IB programmes, professional roles and student learning. Shows little understanding of either the policy or the IB context.

	Exemplary	Proficient	Partially proficient	Not proficient
Connections	Is perceptive in identifying implications for own school and classroom, making several specific connections between policy and practice.	Identifies implications for own school and classroom, making some specific connections between policy and practice.	Identifies some implications for own school and classroom, although connections between policy and practice are superficial.	Makes no substantial connections between policy and practice
Reflection	Provides extensive, thoughtful reflection on own reaction to policy and identifies and examines potential biases.	Provides thoughtful reflection on own reaction to policy and identifies potential biases.	Provides some reflection on own reaction to policy but does not identify potential biases.	Provides no critical reflection.
Overall	Very clearly organized and very well-written with no significant errors. A range of academic references used effectively to support analysis.	Clearly organized and well-written with few errors. Academic references used effectively to support analysis. .	Organization and errors detract from overall quality of writing. Some academic references are included.	Disorganized and poorly written. Academic references are missing or incomplete.

Annotated Bibliography and Abstract

This assignment is connected to the PBA and should be done with this assignment in mind. It is designed to get students thinking in the direction of the PBA and allow instructor feedback prior to the final PBA due date. Students should select a topic of relevance around a current trend or issue in IB schools. As students research that topic, they should construct an annotated bibliography of at least 10 sources related to that topic. Sources should be from a variety of scholarly sources in relation to nationality of author, time, and journal and all should be listed with a correct APA citation and brief annotation (one to two paragraphs) explaining the content of the source and the source's connection to the journal manuscript. In addition, students should construct and write an abstract of no more than 200 words describing the content of the journal manuscript. It is suggested that students review abstracts of journal articles for models.

Annotated Bibliography and Abstract (15% of grade)				
	Exemplary	Proficient	Partially proficient	Not proficient
Criteria:	3	2	1	0
Research Question & Abstract	Clear idea of the research question. Abstract provides detailed information and is well-written.	Clear idea of the research question. Abstract is clear and provides a good map of paper.	Research question may be less defined. Abstract leaves questions that need to be answered.	Research question is hard to ascertain. Abstract is very unclear.
Required Sources	At least 10 sources are provided and annotated.	At least 8 sources are provided and annotated.	At least 6 sources are provided and annotated.	< 6 sources are provided and annotated.
APA Format	Correct APA style is used.	Minor mistakes using APA style.	Minor mistakes using APA style.	Mistakes made using APA style make it difficult to determine where the source was found.

Annotations	Annotations show that the writer clearly understood articles and connects them to their research question as well as evaluated it as scholarship.	Annotations show that the writer understood articles and mostly connects them to their research question as well as evaluated it as scholarship.	Annotations may be less clear about the connections between the research question or how sources were evaluated for scholarship.	Some annotations problematic either in connection between research question or how they were evaluated as scholarship.
Overall	Very clearly organized and very well-written with no significant errors. A range of academic sources used effectively.	Clearly organized and well-written with few errors. Academic sources used effectively.	Organization and errors detract from overall quality of writing. Sources may all be from same place.	Disorganized and poorly written. Academic sources are incomplete, out of date, or disconnected.

Journal Manuscript

This project is to be designed in conjunction with the instructor and should be relevant to the educational role of the participant. The student will select a topic of relevance around a current trend or issue in IB schools, research that topic and craft a publishable quality paper of 4,000-6,000 words including references. There are two goals for this exercise: 1) to encourage students to think about the course readings and to his/her own experiences in the program in greater depth and 2) to help develop how to express ideas and defend them with appropriate supporting material.

Your final submission will also include a **separate** two page written reflection concerning the process of writing this manuscript as well as any changes you might have decided to make after submitting your annotated bibliography and abstract.

Journal Manuscript (35% of grade)				
Criteria:	**Exemplary** 4	**Proficient** 3	**Partially proficient** 2	**Not proficient** 1
Rationale	Rationale for the significance or importance of the project is clear and examples and/or justification are articulated clearly.	Rationale for the significance or importance of the project is identified and adequately articulated.	Rationale for the significance or importance of the project is provided but lacks clarity.	Rationale for the significance or importance of the project is missing or very unclear.
Connections to Current Trend or Issue in IB	Provides extensive, detailed analysis of impact on IB programmes, professional roles and/or student learning. Shows in-depth understanding of the IB context.	Provides analysis, in some detail, of impact on IB programmes, professional roles and/or student learning. Shows sound understanding of the IB context.	Provides unclear or incomplete analysis of impact on IB programmes, professional roles and/or student learning. Shows basic understanding of the IB context.	Provides insubstantial analysis of impact on IB programmes, professional roles and/or student learning. Shows little understanding of the IB context.
Connections to Literature and Research	The project establishes clear and accurate connections to readings/research.	The project generally establishes connections to the readings/ research.	The project establishes some connections to the readings/ research.	The project outlines the project but does not provide clear connections to readings/research.

Language /Writing	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.
Critical Reflection	The author includes a rich reflection that draws clear conclusions, and explains a personal understanding of growth in the topic and its connections and applications to the author's professional context.	The author has included a reflection at the conclusion that generally is reflective in nature, however, more elaboration or personal understanding and growth in the topic and its connection to the author's professional context would strengthen the reflection.	The author appears to be making meaning of the project, but the reflection may need further elaboration to articulate the author's personal understanding and growth in the topic and/or its connection to the author's professional context.	The author has reported information without elaboration or has drawn conclusions without justification. There is a brief reflection only, or the reflection does not articulate the author's personal understanding and growth in the topic as a result of this study, or present a connection to the author's professional context.
Overall	Very clearly organized and very well-written with no significant errors. A range of academic references used effectively to support analysis.	Clearly organized and well-written with few errors. Academic references used effectively to support analysis.	Organization and errors detract from overall quality of writing. Some academic references are included.	Disorganized and poorly written. Academic references are missing or incomplete.

Class Schedule

Module 1	International schools and the IB
Dates	June 29 – July 5
Readings	• Pearce Chapters 1, 2, and 9
Assignments due	1. Post self-introduction (**by noon July 1st**) 2. Participate in discussion one

Module 2	National schools and the IB
Dates	July 6 – July 12
Readings	• Taking the DP Forward Chapter 6 (on Bb) • From International Schools to Inner-City Schools: The First Principles of the International Baccalaureate Diploma Program (on Bb)
Assignments due	1. Participate in discussion two **2. Participate in synchronous session this week (Time and Date TBD)**

Module 3	International education and international-mindedness
Dates	July 13 – July 19
Readings	• Pearce Chapters 6 and 7 • International Mindedness: Moving from the Abstract to Implementation (on Bb)
Assignments due	1. Participate in discussion three **2. Idea Paper due by 11:59 p.m. on July 16th**

Module 4	Language policies
Dates	July 20 – July 26
Readings	• Pearce Chapter 5 • Acquiring Languages (on Bb)
Assignments due	1. Participate in discussion four

Module 5	Issues for the IB moving forward
Dates	July 27 – August 2
Readings	- Pearce Chapter 10 - MYP June 2014 Statistical Bulletin (peruse) - DP May 2014 Statistical Bulletin (peruse)
Assignments due	1. Participate in discussion five 2. **Schedule a conference regarding PBA** 3. **Policy paper due by 11:59 p.m. EST August 2nd** 4. **Complete Mason evaluation as requested** 5. **Complete my post-assessment**

Post-Class	
Dates	August 3 – November 15
Readings	TBD depending on your Individual PBA
Assignments due	1. **Annotated Bibliography/Abstract Assignment due by 11:59 p.m. EST on September 15th** 2. **Have conference with Dr. Daly if you have not already done so** 3. **PBA and 2 page reflection due in Task Stream by 11:59 p.m. on November 15th**