George Mason University
Graduate School of Education
Teaching Culturally and Linguistically Diverse and Exceptional Learners

EDPD 501—6F6

Introduction to Culturally and Linguistically Diverse Learners

Summer 2018

Instructor: Virginia Doherty, Ph.D.
Email: vdoherty@gmu.edu
Office Hours: Video chat available through Blackboard Collaborate by appointment
Meeting Dates: May 21—August 11, 2018
Meeting Time: Asynchronous Weekly modules **online** beginning on May 21, 2018. Weeks run from Monday to Sunday.

COURSE DESCRIPTION

Through online dialogue and activities, we will collectively explore ourselves as cultural beings, the role of culture and language in learning, and the richness that culturally and linguistically diverse learners bring to classrooms and schools as well as the challenges they may face. Your own experiences as teachers, readers, writers, and learners, along with the course readings and assignments, will be an important part of developing collective understandings.

EXPECTATIONS FOR PARTICIPATION:

This online course is **not self-paced. You will be expected to complete work in online Weekly Modules**. Completing a Weekly Module includes reading, participating in discussions with the whole class or small discussion groups, and completing any accompanying assignments and/or activities associated with that module. 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.

• **Course Week:** In this online course, our week will **start** on **Monday** and **finish** on **Sunday**.

- **Accommodations**: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- To get a list of supported operation systems on different devices see:

  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader: https://get.adobe.com/reader/]
  - [Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/]
  - [Apple Quick Time Player: www.apple.com/quicktime/download/]

COURSE LEARNING OUTCOMES AND OBJECTIVES
This course has been especially designed for working professionals who are exposed to culturally and linguistically diverse students. Participants completing EDU 501 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning.

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.

6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.

9. Explain and provide examples of anti-bias strategies and practices.

10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

REQUIRED TEXTS

Cushner, K., McClelland, A., & Safford, P. (2012). *Human diversity in education: An intercultural approach*. Mc-Graw-Hill.

Banks, J.A., Banks, C.A. (2016). *Multicultural education: Issues and perspectives* (9[th]ed.). Hoboken, NJ: Wiley

COURSE ASSIGNMENTS

Assignment	*Grade %*	*Due dates*
Informed Participation The responses on discussion board show familiarity with the readings for the week, deep reflection on the issues and insightful responses to your classmates' postings	20	Every week Weekly modules start on Mondays and end on Sunday at midnight
Bridging the Divide Paper/**or** Equity Issue Paper	25= paper 15= for presentation on	August 11 paper submitted to Blackboard under assessments;

You will prepare a paper as well as a presentation to be posted on Blackboard discussion board.	Blackboard Discussion Board	presentation will be posted on discussion board.
Journal responses You will reflect on the topic of the week using a specific prompt. This reflection will be between you and the professor.	40	8 journal responses. The dates are included in the weekly modules

ASSIGNMENTS OVERVIEW

Please note: All assignments must be submitted on time according to due dates in the syllabus and within the online Weekly Modules. Access to assignments in the weekly modules may not be available after the due date.

Course Participation (20%)
Class participation is evidenced by thorough and thoughtful completion of all activities in the Weekly Modules. Some discussion board responses carry points which are part of Course Participation.

Journal Entries (Eight journal entries worth 5 points each= 40%)
The **Journal Entries** within Weekly Modules will only be read by the instructor and must be completed **by Sunday nights at midnight.** The Journal Entries may be based on brief readings, websites, videos, or simply questions that are posed for your reflection. The purpose of the Journal Entries is to give participants another opportunity to share their thinking and learning around the course content with the instructor as well as to ask questions about the course content in a more informal manner.
You have your choice between these two projects:

Bridging the Divide (BD) Project (25 points for the paper, 15 points for the presentation)
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement. For this assignment, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values, and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. You will post your narrated presentation on discussion board and respond to some of your classmates' projects.

Equity Issue Paper (25 %) and Presentation (15%)
This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESL as it applies to an equity issue related to this course as well as the impact of the equity issue on your own classroom or your school.

Identify a salient issue in your school (for example, racism, stereotyping, bias, lack of access to programs, placement in special education); using **the text and other course materials** for background, identify two strategies to address this issue in your classroom or school. Create an action plan for implementation in your classroom or school.

The purpose of the **presentation** is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. Your Equity Paper presentation should provide an overview of your issue, including key findings, problems identified in your school or workplace, possible solutions, any suggestions from your colleagues, and your own reflections/conclusions and recommendations. Please include a list of online resources with your presentation which will be posted on Blackboard. You will post your narrated project on discussion board in the last week of class.

GRADING POLICY
The university-wide system for grading graduate courses is as follows:

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

Note: "C" is not satisfactory for a professional development course

<div align="center">GMU POLICIES AND RESOURCES</div>

CEHD STATEMENT OF EXPECTATIONS
CEHD Participants must abide by the following:

Academic Integrity
The principle of academic integrity is taken very seriously, and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Honor Code and integrity of work

Integrity of work: All students must adhere to the guidelines of the GMU Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/) .

- 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 a paper from another student (current or past)
  - Reusing work that you have 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 or 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/

FOR ADDITIONAL INFORMATION ON THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, PLEASE VISIT OUR WEBSITE: HTTPS://CEHD.GMU.EDU/.

GUIDELINES FOR MAJOR ASSIGNMENTS
You will choose between the following 2 assignments. You will write a paper and prepare a presentation for the assignment you select. Presentations must be posted on discussion board and the paper uploaded to Blackboard (assignments) the last week of class.

BRIDGING THE DIVIDE (BD) PROJECT (40% of the final grade)
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement.

Instructions
You will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience.

Interview Expectations
1. Develop understanding of how language and culture interact in the formation of students' identity.
2. Identify any cross-cultural conflicts apparent in the interview process.
3. Select appropriate teaching techniques based on knowledge of students' cultural backgrounds.
4. Understand the importance of the home culture and the effect on student learning.
5. Seek to involve ESOL families in student learning.

Participants and Location
Select a family to interview. Determine your school policies with regard to permission and confidentiality of all data and members of the family interviewed. Change all names to pseudonyms to protect their identity. Interview a family from a racial, linguistic, and socioeconomic background different from your own. This should be a family that represents a non-majority culture in the school in which you are

conducting your fieldwork. If possible, conduct the interviews in the family's home. A parent/guardian or other adult living in the home with the focus student must be included in the interview.

Interview Process
You will need to develop an interview process. The process you use should be organized as sets of questions in a conversational manner. Good interviews consist primarily of open-ended questions that invite participants to engage in storytelling. Avoid questions that elicit only yes/no or very short answers (e.g., "Did you go to school?") in favor of questions that encourage longer responses (e.g., *"Tell me about your childhood back home. What was your school like?")* Use prompts to get participants to keep talking (e.g., *"Tell me more about that" or "How did that make you feel?").* If you are using a tape recorder be sure to specifically ask permission to do so.

Find out about the cultural, educational, linguistic background of the people you are interviewing. Specifically you will need to collect these suggested types of information:
a.   Physical characteristics of the home (if interviews are conducted in the home);
b.   Community characteristics;
c.   Demographic/background information;
d.   Educational background of parents; ages and grades of the children;
e.   If applicable: Immigration experience (How/why they decide to come to the U.S. or the third country? What was it like?). Take care not to ask about legal status.
f.   Childrearing practices and philosophy;
g.   Economic/work issues;
h.   Funds of Knowledge (Luis Moll);
i.   Perspectives about education. What is a well-educated child? What are the roles of families and schools in children's education?
j.   Experiences with children's school(s). Types of support they have received;
k.   Misunderstandings, difficulties and challenges and how they have handled them;
l.   What do these families want their children's teachers and administrators to know about them and their children?

Family Context: If appropriate/safe in the country/culture in which you reside, take a walk through the neighborhood. How is it similar or different from your own neighborhood? What languages do you hear? What cultural, class, racial and religious contextual clues do you observe? How would it "feel" for a family to live here? Search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. Go online and review sites that relate directly to the family heritage. As you explore, take photographs and record your observations in your journal.

Processing the Interviews: Review and discuss your field notes, photographs, and/or tape recording. Before listening to your interview recording for the first time, note your initial impressions of this family. What surprised you? What moved you? How might this family's story have changed your understanding of multicultural education, diversity, social justice, and family involvement in schools? Listen to the entire interview. Note interesting information, stories, or quotes.

Decide on your next steps. How will you pick out the most salient quotations to transcribe (do not transcribe the entire recording). How will you analyze the data in relation to the research on ELLs and the TESOL Standard on Culture?

Format for Final Written Report Your paper must be organized with headings and subheadings according to the suggested format below. The transcription of part of the interview, the interview questions, any photographs and/or artifacts can be included in appendices.

Introduction

Part I: Findings: When writing this section, try to place yourself in this family's shoes in order to understand how they have constructed meaning from their experiences. Explore their views about immigrating or their role in the host country, educating their children, and engaging with the educational system, and other relevant findings. Include the following:

A. Setting
1. Describe the setting in which the dialogue took place.
2. Describe the neighborhood and reflections about your walk-through.
3. Explain who is the family and why this family was chosen for this study.
   a. Provide a brief history of the family.
   b. Ages, places of birth, countries and cities where they have lived, and ages of children when immigrated.
4. Social, economic, educational, and personal backgrounds.
5. If applicable: Immigration (first, second generation) experience. Relatives in the area?
6. Funds of knowledge, cultural competencies, difficulties encountered (e.g., prejudice, discrimination).

B. Educational Experience
What are the family's perspectives about education? Family's experiences enrolling and supporting their children in their schools? Interactions with teachers and administrators? Problems encountered? Support received? What is working? What is not working? If relevant, contrast the way things are done "here" with the way things are done "back home." Highlight any cultural differences/similarities between home and school.

Part II: Analysis: Analyze and interpret your research findings using theory and research from your readings on multicultural education and social justice. This section should integrate multiple themes addressed in this class and should be grounded in a coherent, thoughtful, and thoroughly developed theoretical framework.

Part III: Conclusions and Recommendations: What is the meaning of this study? Prior to conducting this study, what did you expect to find about family involvement and Culturally and Linguistically Diverse

(CLD) families? How did your assumptions and beliefs change as a result of this experience? What did you learn that is important to share with other PK-12 teachers?

Based on your findings, as well as related theory and research, what recommendations do you have to improve programs for CLD families? Provide specific, concrete examples of steps teachers and schools can take to:

a.   Improve the understanding of faculty and staff about CLD families;
b.   Proactively develop stronger school-family partnerships;
c.   Make their schools and classrooms more welcoming places for CLD & non-native English speaking families and connect students' funds of knowledge to instruction.

Part IV: Personal Reflections: Explain what you learned through this project. Reflect on your own cultural background, as it shapes your interpretation of the results. What did this project mean to you? How has your knowledge and understanding changed? What assumptions were broken, and what new connections have you made? How will you use this learning in your future practice?

EQUITY ISSUE PAPER (40% of the final grade)
This project provides the opportunity to demonstrate your knowledge of the history, research, policy and current practices in ESOL as it applies to an equity issue related to this course as well as the impact of the equity issue on non-majority group learners in your own classroom or your fieldwork school. Identify a salient issue in your school (i.e., systemic racism, stereotyping, bias, lack of access to programs, placement in special education); review the research in education field and identify two strategies to address this issue in your classroom or school. Create an action plan for implementation to resolve or address the issue.

- Identify an issue of interest to you and of importance in your school. This issue may be one that emerges naturally as a topic on which you would like to focus additional attention.
- Do some background reading on studies of the issue in other settings, the impact of discriminatory processes, and other information related to your topic/issue. Use our course readings as a starting point.
- You can also use the GMU library online databases at http://library.gmu.edu/ for additional information.
- Synthesize your findings for Section I of your paper.
- Begin to use your findings to reflect on your school.
- Think about how the issue is or is not being addressed and how members of the non-majority group may be affected. Begin to write up your observations and reflections for Section II.
- Identify two strategies, activities or programs that could be used in your setting.
- Based on your research, create an action plan that could be implemented in your school and share with institutional leaders, colleagues or classmates. Seek and receive their feedback. Write up these ideas in Section III.
- After receiving feedback, write a Section IV for your paper, noting and evaluating their feedback and reflecting on how their suggestions may relate to improving the quality of education for CLD

in your school and elsewhere.
- **Carefully proofread** and provide citations for all professional literature consulted.

Equity Issue Paper Content & Format:
Section I: Introduction to the Issue in your Setting
1. What is the background on the issue?
2. How is it manifested in your setting?
3. Why is it of concern to you?
4. What were your purposes for focusing on this issue for your study?
5. How is the issue handled in your professional context?
6. How do others view members of the non-majority group?

Section II: Research Related to the Issue
1. When did this issue first come to the attention of reformers?
2. What studies have been done on the impact of this issue?
3. What interventions have been successfully implemented in other settings?
4. Based on the literature, what are the effects on the non-majority group members?
5. What are the sensitivities/majority culture values regarding your issue?
6. How do these factors apply to your environment?

Section III: Possible Interventions
1. Based on your review of the literature, what are some possible remedies for the situation?
2. In light of cultural constraints, how empowered do you feel to address the issue?
3. Within the context of your current professional position, what specific remedies can you offer to improve the equitable handling of your issue?
4. What benefits can you envision for such interventions?

Section IV: Additional Feedback
1. What have you learned from the experience and feedback you received from others on the same issue?
2. What suggestions did your colleagues offer you?
3. Do you agree or disagree with their views? Why?
4. What else was significant for you in learning about this issue from interacting with your colleagues?

Conclusion
1. How has your awareness changed?
2. What is your current thinking on issues of culture, diversity, and multiculturalism?
3. How will you address this equity issue in your own classroom?

COURSE SCHEDULE for EDUC 501

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements throughout the course to maximize the learning experience.

Note: **Use the weekly folders as your guide for each week's work.**

Class/Date	Theme/Topic	Preparation: Main Readings	Assignments DUE
Week 1 May 21-27	Introductions Syllabus Review Defining multicultural education	Thoroughly review all major assignments and participation expectations in syllabus Become familiar with text and blackboard **READ:** Cushner, McClelland, & Safford, Chapter 1 Banks & Banks Chapter 1	Complete **all** activities in **Weekly Module 1** **Post on discussion board any questions you have about the syllabus and/or requirements**
Week 2 May 28-June 3	Multicultural Education: A Deeper Look Historical perspective	**READ:** Cushner, McClelland, & Safford, Chapter 2 *Nieto, S. (August, 2010). Language, diversity, and learning: Lessons for education in the 21st century, (link is in the weekly folder) *Garcia, E., Jensen, B., & Scribner, K. (April, 2009). The demographic imperative. *Educational Leadership, 66*(7), 9-13.	Prepare and post any questions about major assignments Complete **all** activities in **Weekly Module 2**
Week 3 June 4-10	Culture & Influence on Learning	*Rivera Maulucci, M. (2008). Intersections between immigration, language, identity and emotions: a science teacher Participant's journey, *Cultural Studies of Science Education, 3,* 17-42 *Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*(3), 280-298.	Journal entry #1 Complete **all** activities in **Weekly Module 3**
Week 4 June 11-17	The Culturally Competent Educator	**READ:** Cushner, McClelland, & Safford, Chapter 3 **and** *Gorski, P., & Swalwell, K. (March 2015). Equity literacy for all. *Educational Leadership, 72*(6), 34-40.	Journal entry #2 Complete **all** activities in **Weekly Module 4**

Week 5 June 18-24	Classrooms and Schools as Cultural Crossroads	**READ:** Cushner, McClelland, & Safford, Chapter 4 Banks & Banks Chapter 2 *Gándara, P., & Santibañez, L. (Feb. 2016). The teachers our English language learners need. *Educational Leadership, 73*(5), 32-37. **and**	Journal entry #3 Complete **all** activities in **Weekly Module 5**
Week 6 June 25-July 1	Creating classrooms that address race and ethnicity	**READ:** Cushner, McClelland, & Safford, Chapter 6 Banks & Banks Chapter 9 Readings are in the weekly folder	Journal entry #4 Complete **all** activities in **Weekly Module 6**
Week 7 July 2-8	Educational Equity for Students with Disabilities; Effective Practices in Inclusive Classrooms	**READ:** Cushner, McClelland, & Safford, Chapters 11 & 12 **and** *Vaughn, S., Klingner, J., & Bryant, D. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education, 22*(2), 66-74.	Journal entry #5 Complete **all** activities in **Weekly Module 7**
Week 8 July 9-15	Multicultural Perspectives on School Reform; Partnering with Culturally & Linguistically Diverse Families	*Collier, C. (2010). Asking the right questions, downloaded from www.colorincolorado.org *Breiseth, L. (Feb. 2016). Getting to know ELLs' families. *Educational Leadership, 73*(5), 46-50.	Journal entry # 6 Complete **all** activities in **Weekly Module 8**
Week 9 July 16-22	Gender Equity in Schools;	**Read:** Cushner, McClelland, & Safford Chapter 10 Banks & Banks Chapter 7	Complete **all** activities in **Weekly Module 9** Journal entry #7

	Equity for LGBQT Students	*Denzet-Lewis, B. (2009, Sept. 27). Coming out in junior high school. *New York Times Magazine,* 36-41, 52, 54-55. *Talburt, S. (2004). Constructions of LGBT youth: Opening up subject positions. *Theory Into Practice, 43,* 116-121	
Week 10 July 23-29	Religious pluralism in secular classrooms	**Read:** Cushner, McClelland, & Safford Chapter 9 Banks & Banks Chapter 4	Complete **all** activities in **Weekly Module 10**
Week 11 July 30-August 6	Role of social class and social status in teaching and learning	**Read:** Cushner, McClelland, & Safford Chapter 13 Banks & Banks Chapter 3	Complete **all** activities in **Weekly Module 11**
Week 12 August 6-10	Finishing your projects	Post your project and paper. Respond to at least 2 other presentations.	Final Journal entry Post project presentation and paper by August 10 at midnight.

EDPD 501 ASSIGNMENT EVALUATION RUBRIC

Bridging the Divide and Equity Issue rubric

Levels of Achievement				
Criteria	Does not meet standards (0/1)	Approaching standards (2)	Meets standards adequately (3)	Exceeds Standards (4)
Relevance of Topic to course material and assignment requirements	The topic has no detectible relevance to current multicultural issues.	The paper focuses on out-of-date materials and/or practice and is only indirectly relevant to multicultural issues.	The topic of the proposal is for the most part timely and relevant to a critical multicultural education topic.	The topic of the paper is directly relevant to current issues in the field of multicultural education and relevant to the school context.
Importance and appropriateness of topic	The topic's focus is irrelevant and of no importance to the critical multicultural education field.	The topic is related to the critical multicultural education field.	The topic is timely and appropriate to the critical multicultural education field.	The topic is of immediate relevant and importance to the critical multicultural education field and relevant to the school context.
Clarity of paper	The paper needs work on sentence structure and fails to give outcomes.	The paper gives some ideas about outcomes, but needs to specify how they will be reached.	The language of the paper is somewhat problematic or provides little information about the message/ objective(s).	The paper is clearly and succinctly written in English and provides a clear statement of the message/objective(s) as well as an explicit statement of the outcomes and how they will be achieved.
Theory/ practice research contribution to the conference and to the field	The topic is applicable to a very small number of the Participants (less than (5%). There is no mention of theory/ practice/ research in the paper	A fair group of Participants (around 30%) can benefit from it. The abstract mentions some theory/ practice/ research, which were used but it not specific.	Most Participants (over 50%) can benefit from this topic. The paper cites the theory/ practice/ research on which it is based in an understandable fashion and gives helpful information.	The topic is applicable to a large number of the Participants. The paper cites the theory/practice/ research on which it is based and shows a clear connection to the content in a way that will be more memorable and useful.

Includes all sections detailed in the syllabus	The paper is written without regard to the sections outlined in the syllabus.	Some of the paper follows the outline from the syllabus.	Most of the paper follows the sections outlined in the syllabus.	The paper is written according to the details outlined in the syllabus and all sections are covered sufficiently.
Presentation adds to the audience's knowledge in the field of multicultural understanding	No presentation was shared with the class through Collaborate.	The presentation did not add to the audience's knowledge and understanding of the issue.	The presentation added to the audience's knowledge and understanding of the chosen issue.	The presentation added a new and fresh perspective to the audience's understanding of the chosen issue.

To be included in all CEHD syllabi

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to 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/
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