



**George Mason University
College of Education and Human Development
Ph.D. in Education
Emphasis: International Education**

**EDUC 878 - DL 1 (CRN 17883)
Intercultural Competence:
Theory and Research Application to International Education
3 Credits
Spring 2020**

Instructor: April Mattix Foster, Ph. D.

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Office Hours: By appointment

Office: Virtual

Meeting Dates: Online

Meeting Location: Online

University Catalogue Course Description: Explores and examines intercultural competence theory and research as a teaching and learning framework in international education. Emphasizes the comparison of alternative models of intercultural competence development, research paradigms using intercultural competence theory in international education, and empirical studies that examine and explore the use of intercultural competence theory in education.

Prerequisites/Co-requisites: Admission to the Ph.D. Education program or permission from instructor.

Course Delivery Method: This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before "@masonlive.gmu.edu or gmu.edu) and email password. The course site will be available on January 16, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a seminar. This means that 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 intercultural communication, understanding, and competence. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

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. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments 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:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and end on Sundays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure 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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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/

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

1. Define intercultural competence and other related terms (i.e., culture, competence) in international education;
2. Differentiate and associate other forms of competence (i.e., global mindedness, international mindedness) in international education through discussion;
3. Deconstruct the major theoretical approaches of intercultural competence and analyze the implications of the different approaches in international education;
4. Synthesize, evaluate, and apply scholarly intercultural competence research and its concepts specifically in international education contexts; intercultural competence research that is relevant to international education contexts;
5. Demonstrate personal growth by understanding one's own development in intercultural competence; and

6. Investigate intercultural competence through various lenses, constructs, and methods of approach.

Required Texts:

Deardorff, D. K. & Arasaratnam-Smith, L. A. (Eds.). (2017). *Intercultural competence in higher education: International approaches, assessment and application*. New York: Routledge. ISBN: 978-1138693852

Cushner, K. (2018). *Teacher as traveler: Enhancing the intercultural development of teachers and students* (2nd ed.). Lanham, MD: Rowman & Littlefield. ISBN: 978-1475838237

Recommended Additional Texts:

Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publications, Inc.

Marginson, S., & Sawir, E. (2012). *Ideas for intercultural education*. New York, NY: Palgrave Macmillan.

Savicki, V. (Ed.). (2008). *Developing intercultural competence and transformation: Theory, research and application in international education*. Sterling, VA: Stylus Publishing, LLC.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - American Psychological Association
<http://www.apa.org>
 - APA Formatting Advice
<https://owl.english.purdue.edu/owl/resource/560/01/>
 - Center for Effective and Collaboration and Practice: Culture Competence
<http://cecp.air.org/>
 - Intercultural Communication Institute Conference Materials
<http://www.intercultural.org/conferences.php>
 - Intercultural Development Research (IDR) Institute
<http://idr.institute.org>
 - National Center for Cultural Competence (NCCC)
<http://nccc.georgetown.edu/>

Course Performance Evaluation: Students are expected to submit all assignments on time through the assignment depository on Blackboard.

Grading Policy: Since this is a doctoral level course, high quality work is expected of all participants. Participation in 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 878 must (in addition to scoring

the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Mason Catalog will be considered ‘excused’.

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

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	

Integrity of Work: All 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:

1. Copying a paper or part of a paper from another student (current or past);
2. 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);
3. 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/>

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 9th 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 APTDIE office.

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 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). There is no guarantee that such withdraws will be permitted.

COURSE WORK

Course Requirements: This is a doctoral level course, and active informed participation is expected and required. Active informed participation is defined as: full attendance, active participation in discussions and activities, demonstration of positive and collaborative dispositions towards colleagues, and satisfactory completion of all project work on time.

A major part of course participation is reading, presentation, and facilitations of assigned course material. **ALL readings** must be completed for the class date for which they are assigned.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced, and in APA formatting unless otherwise noted. 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 in extraordinary circumstances.*** I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Discussion Board Participation (20%)

DUE: Weekly

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). Your participation in discussion board conversations is **20%** of your final grade.

****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 Tuesday and run through the following Monday. You must start posting for each module by Friday at midnight (EST) so that the class will have Friday through Monday to engage in conversation.**

****Students will be expected to respond to each of the discussion questions that the instructor or discussion leader posts.**

****Additionally, students should respond to at least two 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. Each module begins on a Tuesday. You should **begin** posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
2. 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 the initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fall swoop.**
3. 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.
4. Every week you should respond to **each** of the discussion questions that the discussion leader posts. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt.
5. Address the questions as much as possible (don't let the discussion stray).
6. Use quotes from the articles that support your postings. Include page numbers when you do quote.
7. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
8. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed	Postings are well distributed	Postings minimally distributed. (Responses	Postings are not distributed

throughout the module	throughout the module. (Posts span three or more time periods). Initial posting is on time.	are posted from two time periods). Initial posting is on time.	throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
Responsiveness: At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module.	One or no others have been responded to during the module.	

2. Reflective Activities (20%)

There will be two modules in which you will complete your choice of reflective activities. Each activity is made up of a combination of exercises, literature, experiences, and a final paper.

Further details and a list of the activity options are available on Blackboard.

DUE: February 25 and April 7

3. Critical Book Review (20%)

The purpose of the book review is to examine how the concepts and ideas of intercultural competency are portrayed in contemporary and seminal literature. This is an opportunity to extend your scope of understanding about intercultural competence, a means to view various perspectives and approaches to the idea, and a method by which to critically assess our own developing intercultural ideas and skills. Each student will select one text (a list of texts will be provided, but students may select a text not on the list *if approved by the course instructor*) to review. Students will critically read the text and craft an analytical review of the text.

Further details will be available on Blackboard.

DUE: March 17

4. Study Proposal and Interview Protocol (20%)

Students will create a pilot study proposal and interview protocol. *You may choose your own idea for this project, but it must further your understanding and perception of intercultural competence in international education through synthesis of the literature read in this course.* The proposal and protocol will serve as a template and guide to a project you might like to do on this topic. Due to the nature of finding participants and obtaining IRB approval, you will only be completing the proposal and protocol for the course. However, I am absolutely happy to continue working with anyone who would like to take their proposal and put it into action. Each proposal should include:

- An introduction to the issue which the student wants to explore, including pertinent background information, why the topic has been selected, and the purpose of examining this particular issue
- A summary collection of literature that could be used in the literature review
- A description of the target interview group
- A detailed interview protocol

Further details are available on Blackboard.

DUE: April 21

5. Intercultural Competence Portfolio (20%)

The purpose of the portfolio is to provide a space in which students are able to curate a collection of resources that would be useful to those in their specific fields on the subject of intercultural competence. Detailed information on the portfolio and a rubric are provided on Blackboard.

DUE: May 5

Assignment Summary:

Assignment	Percent of Final Grade	Due Date
Participation	20	Weekly
Reflective Activities	20	February 25; April 7
Book Review	20	March 17
Research Proposal	20	April 21
Intercultural Competence Portfolio	20	May 5

EDUC 878 Schedule

Class 1	January 21 – January 27
General Topics	Conceptualizing Intercultural Competence
Readings	<p>Arasaratnam-Smith, L. A. (2017). Intercultural competence: An overview. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 7-18). New York: Routledge.</p> <p>Rader, D. (2018). What is intercultural understanding. In D. Rader, <i>Teaching and learning for intercultural understanding: Engaging young hearts and minds</i> (pp. 9-22). New York: Routledge. (On Blackboard)</p>
Assignments Due	*Discussion Board

Class 2	January 28 – February 3
General Topics	Fostering Intercultural Competence, Part 1
Readings	<p>Calloway-Thomas, C., Arasaratnam-Smith, L. A., & Deardorff, D. K. (2017). The role of empathy in fostering intercultural competence. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 32-42). New York: Routledge.</p> <p>Perry, L. B., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. <i>Intercultural Education</i>, 22(6), 453-466.</p>
Assignments Due	*Discussion Board

Class 3	February 4 – February 10
General Topics	Fostering Intercultural Competence, Part 2
Readings	<p>Paracka, D. J. & Pynn, T. (2017). Towards transformative reciprocity: Mapping the intersectionality of interdisciplinary intercultural competence. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 43-52). New York: Routledge.</p> <p>Heleta, S. & Deardorff, D. K. (2017). The role of higher education institutions in developing intercultural competence in peace-building in the aftermath of violent conflict. In D. K. Deardorff and L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 53-64). New York: Routledge.</p> <p>Book Club: Teacher as Traveler, chapters 1 and 2</p>
Assignments Due	*Discussion Board

Class 4	February 11 – February 17
General Topics	Cultural Identity and Cultural Bias
Readings	<p>Lustig, M. W., Koester, J., & Halualani, R. (2018). Cultural identity and cultural bias in M. W. Lustig, J. Koester, & R. Halualani (Eds.) <i>Intercultural competence: Interpersonal communication across cultures</i> (pp. 92-111). Hoboken: Pearson.</p> <p>Tatum, B. D. (1997). The complexity of identity: Who am I? In B. D. Tatum, <i>Why are all the black kids sitting together in the cafeteria?: And other conversations about race</i> (pp. 18-28). New York, NY: Basic Books. (On Blackboard)</p> <p>Book Club: <i>Teacher as Traveler, chapters 3 and 4</i></p>
Assignments Due	*Discussion Board

Class 5	February 18 – February 24
General Topics	Creating Frameworks
Readings	<p>UNESCO (2013). Intercultural competences: Conceptual and operational framework. Paris: UNESCO.</p> <p>Book Club: <i>Teacher as Traveler, chapters 5 and 6</i></p>
Assignments Due	*Discussion Board *Assignment 1

Class 6	February 25 – March 3
General Topics	Assessment of Intercultural Competence, part 1
Readings	<p>Deardorff, D. K. (2017). The big picture of intercultural competence assessment. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 124-134). New York: Routledge.</p> <p>Blair, S. G. (2017). Mapping intercultural competence: Aligning goals, outcomes, evidence, rubrics, and assessment. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 110-123). New York: Routledge.</p> <p>View: Intercultural Knowledge and Competence VALUE Rubric</p> <p>Book Club: <i>Teacher as Traveler, chapters 7 and 8</i></p>
Assignments Due	*Discussion Board

Class 7	March 4 – March 10
General Topics	Assessment of Intercultural Competence, part 2
Readings	Deardorff, D. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. <i>Journal of Studies in International Education</i> , 10(3), 241–266. Taylor, S. (2014). Globally-minded students: defining, measuring and developing intercultural sensitivity: Part 2. <i>The International Schools Journal</i> , 33(2), 26–34. Book Club: <i>Teacher as Traveler</i> , chapters 9, 10, and 11
Assignments Due	*Discussion Board

Class 8	March 11 – March 17
General Topics	IDI
Readings	Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. <i>International Journal of Intercultural Relations</i> , 27(4), 421-443. Hammer, M. R. (2011). Additional cross-cultural validity testing of the intercultural development inventory. <i>International Journal of Intercultural Relations</i> , 35(4), 474-487. View video: I can tell we are gonna be friends
Assignments Due	*Discussion Board *Book Review

Class 9	March 18 – March 24
General Topics	Application of Intercultural Competence
Readings	Deardorff, D. K. & Arasaratnam-Smith, L. A. (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> . New York: Routledge. **Section C, cases 1-15
Assignments Due	*Discussion Board

Class 10	March 25 – March 31
General Topics	Application of Intercultural Competence
Readings	Deardorff, D. K. & Arasaratnam-Smith, L. A. (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> . New York: Routledge. **Section C, cases 16-29
Assignments Due	*Discussion Board

Class 11	April 1 – April 7
General Topics	Schools and Intercultural Competence
Readings	<p>Mahon, J. (2006). Under the invisibility cloak: Teacher understanding of cultural difference. <i>Intercultural Education</i>, 17(4), 391-405.</p> <p>DeJaeghere, J. G., & Cao, Y. (2009). Developing U.S. teachers' intercultural competence: Does professional development matter? <i>International Journal of Intercultural Relations</i>, 33(5), 437-447.</p> <p>Walton, J. Priest, N. & Paradies, Y. (2013). Identifying and developing effective approaches to foster intercultural understanding in schools, <i>Intercultural Education</i>, 24(3), 181-194.</p>
Assignments Due	<p>*Discussion Board</p> <p>*Assignment 2</p>

Class 12	April 8 – April 14
General Topics	Rethinking Higher Education and Intercultural Competence
Readings	<p>Dimitrov, N., Dawson, D. L., Olsen, K. C., & Meadows, K. N. (2014). Developing the intercultural competence of graduate students. <i>The Canadian Journal of Higher Education</i>, 44(3), 86-103.</p> <p>Murray-Garcia, J. & Tervalon, M. (2017). Rethinking intercultural competence: Cultural humility in internationalising higher education. In D. K. Deardorff & L. A. Arasaratnam-Smith (Eds.), <i>Intercultural competence in higher education: International approaches, assessment and application</i> (pp. 19-31). New York: Routledge.</p>
Assignments Due	*Discussion Board

Class 13	April 15 – April 21
General Topics	Catch Your Breath!
	No Reading: AERA week
Assignments Due	<p>*Discussion Board</p> <p>*Proposal</p>

Class 14	April 22 – April 28
General Topics	The Road Ahead
Readings	<p>Deardorff, D. K. (2015). Intercultural competence: Mapping the future research agenda [Editorial]. <i>International Journal of Intercultural Relations</i>, 48, 3–5.</p> <p>Gerzon, M. (2010). An action guide. In M. Gerzon, <i>American citizen, global citizen: How expanding our identities makes us safer, stronger, and wiser</i> (pp. 183-203). Denver, CO: Spirit Scope Publishing.</p>
Assignments Due	*Discussion Board

Class 15	April 29 – May 5
General Topics	Reflections
Readings	No reading
Assignments	*Discussion Board
Due	*Portfolio

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

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

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 Email and 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.

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 always within 24 hours.

GMU Policies and Resources for Students:

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.