

University
of Regina



COURSE OUTLINE

ECCU 200

INTRODUCTION TO CROSS-CULTURAL EDUCATION

**39 HOURS
3 CREDIT COURSE**

PREPARED BY: Tina Jules

DATE: November 7, 2016

APPROVED BY: Andrew Richardson, Dean

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

REVIEWED BY ACADEMIC COUNCIL: (date)

YUKON COLLEGE

The course outline provided is based on ECCU 200 from the University of Regina course outline.



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

INTRODUCTION TO CROSS-CULTURAL EDUCATION

INSTRUCTOR: Tina Jules, B.Ed., M.Ed.	OFFICE HOURS: 4:00-5:00 Thursdays
OFFICE LOCATION: A2009	CLASSROOM: C1440
E-MAIL: tjules@yukoncollege.yk.ca	TIME: Thursdays, 1:00-4:00 p.m.
TELEPHONE: (867) 668-8833	DATES: Jan 5 - Apr 6, 2017

COURSE DESCRIPTION

An examination of concepts common to cross-cultural education and cross-cultural interaction. Implications for schooling, cultural and economic factors, and current issues and trends in the education of racial and cultural minorities.

YUKON CONTEXT

This course is intended to familiarize learners with education issues and initiatives related to Yukon First Nations education past to present, with a view to the future. This course will critically analyse the history, development and transformation of Indigenous education, and in turn creating a fruitful learning environment supportive of anti-oppressive and decolonized education.

PREREQUISITES

Open course, however recommended that students have completed ECS 100 (formerly EPS 100).

RELATED COURSE REQUIREMENTS

This is a University of Regina required course and is a foundational curriculum and pedagogical course for the Y.N.T.E.P. 120 credit bachelor of education degree program and the 60 credit after degree in education.

LEARNING OUTCOMES

Upon successful completion of the course students will be able to:

- Have an increased understanding of the role of the teacher in creating an effective cross-cultural school environment.
- Have an increased knowledge of the cultural social and economic factors which affect students from minority groups.
- Develop their skills in evaluating Indigenous/multicultural content in school curricula and classroom materials.

- Practice skills which enhance cross-cultural communication.
- Become aware of the historical roots of multiculturalism and minority education in Canada.

COURSE FORMAT

This course will be a total of 39 class-contact hours. Classes will include inquiry, hands-on activities, collaborative work, presentations, discussions, videos, lecture and guest speakers.

Guests: will be invited to present to class when available:

- Elder/s
- Council of Yukon First Nations (CYFN) Education & Language (YNLC)
- First Nation Initiatives, Yukon College
- First Nations Education Commission
- First Nations Program and Partnerships Unit
- Local Directors/Managers of Education, Community Education Liaison Coordinator, Education Support Worker and/or Education Coordinator
- First Nation content expert/s

Field Trips:

- As can be arranged. You will need your own transportation or car pool.

ATTENDANCE AND PARTICIPATION

Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Each YNTEP student is responsible for:

- Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
- Catching up on missed material and any incomplete assignments.
- Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
- Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

ASSESSMENTS AND EVALUATION

- | | |
|---|-----|
| • Attendance, Quizzes & Participation in Class Activities | 20% |
| • Sharing 'Me' With the World | 15% |
| • Yukon First Nations Research Project | 15% |
| • Yukon First Nation Education Timeline | 15% |
| • 3 Lesson Plans for Cultural Education Activity | 15% |
| • Final Exam: Portfolio | 20% |

TOTAL	100%
--------------	-------------

Late assignments, quizzes and exam will not be accepted unless extenuating circumstances are explained and approved in advance, of which will be discussed with the instructor and are subject to approval for late submission of the instructor. A student with a total of 2 absences can be denied to write and submit the final exam.

ATTENDANCE & PARTICIPATION 20%

On-going Assessment of Attendance & Participation and Quizzes

This involves coming to class fully prepared, engagement with activities concerning readings, sharing in class and respecting that other students need to share as well, communicating respectfully to the instructor and to peers and participation in class activities such as debates, role plays and improvisations, reading responses, individual/small group presentations, debriefs, discussion circles and other in-class activities. There will be four quizzes throughout the term in class on topics covered in class.

SHARING 'ME' WITH THE WORLD - PRESENTATION 15%

This activity intends to promote reflection on the multi-dimensional personal, social and cultural experiences that have brought you to your current positioning in the world. Collect 3 to 4 artefacts that you feel best represent the complex portrait of your identity, cultural location, beliefs and values. You will be creating a visual and oral narrative of who you are as a teacher/researcher-to-be and how you came to your current location/position. Students will present their cultural landscape creatively to his/her peers - no writing, reading, pens/pencils or computers/technology are permitted. Each student will be allotted 10 minutes for their presentation and 3 minutes for Q&A.

Source: Fernando, Mildred. (2010). ECCU 200-010 Introduction to Cross-Cultural Education, Winter 2010. Regina, Saskatchewan: University of Regina.

A YUKON 'FIRST' NATION GOVERNMENT RESEARCH PROJECT 15%

Using a critical inquiry method and from the perspective of a pre-service teacher teaching student research skills at the intermediate level, student/s will select a First Nation government/community in the Yukon to research. The student projects will collectively address a number of the First Nation governments/communities in the Yukon and will culminate in the delivery of a professional development session for peers. This study will examine, illustrate and discuss (from the perspective of Indigenous people) the history, culture, language, pedagogy and methodologies (including assessment) and the 'education story' of the YFN community/government. It is the students' choice as to whether they will approach this assignment from an individual or team based perspective. The expectations and outcomes are the same as for individuals or groups/pairs. This project will require collaboration with at least one First Nations educator that will guide, advise and steer them in a direction where appropriate research methods, ethics and protocol are followed. This assignment will require at a minimum of 5 references listed in a bibliography and requires a paper submission (APA, 1500 min and 2000 maximum words) and a presentation.

YUKON FIRST NATION EDUCATION TIMELINE 15%

Students will complete a timeline depicting the history, development and transformation of Yukon First Nation education and will reference at a minimum 5 education reports presented in class. The discussion may be visual or written, however must demonstrate an understanding of the impact on the well-being and education of Yukon First Nation people. The discussion will demonstrate a thorough depiction of colonization, decolonization and indigenization eras of education. Students will highlight examples of concepts covered in class such as race, ethnicity, racism, discrimination, hegemony, cultural imperialism, linguistic imperialism, oppression, assimilation, acculturation, marginalization, etc. along with examples of anti-racism, cross-culturalism, empowerment, autonomy, self-determination, decolonization, indigenization, etc. It is the students' choice as to whether they will approach this assignment from an individual or team based perspective. The expectations and outcomes are the same as for individuals or groups/pairs. This assignment will require at a minimum of 5 references listed in a bibliography.

CULTURALLY APPROPRIATE LESSON PLANS 15%

Possibilities for Cultural topic focus in novels/videos - other options will be considered to support student ideas for resources needing lesson plans

1. Holistic Development
2. Self-Identity
3. Land Based - Seasonal Cycle
4. Indigenous Language
5. Story Telling- Oral Tradition
6. Indigenous Education
7. Traditional Life Cycles
8. Spirituality
9. Residential School
10. Values & Virtues
11. Laws & Codes of Conduct

Students will select a novel/video and will develop 3 lesson plans cross-referenced with BC curricula that addresses 3 different concepts important in Indigenous education (see above list). This will involve identifying learning outcomes and developing learning objectives, steps for methodology and assessment plans that are pedagogically sound from a mainstream education perspective and an Indigenous (or other culture's) perspective. Reading and writing will not be permitted for methodology or assessment as other multiple intelligences are the focus of development. It is the students' choice as to whether they will approach this assignment from an individual or team based perspective. The expectations and outcomes are the same as for individuals or groups/pairs. This project will require collaboration with at least one First Nations educator that will guide, advise and steer them in a direction where appropriate research methods, ethics and protocol are followed. Students will share the activity with peers and will promote a class discussion to receive critical feedback. Final lesson plans will be edited and submitted to First Nations for consideration of application in today's Yukon classrooms. This will enable students to learn the process of culturally appropriate development of learning resource materials and the cycle of development of First Nation education

resources.

FINAL EXAM: 20% Portfolio

Due Date: likely April 13, 2017

Students will develop and present his/her conceptual, philosophical framework that will serve to encompass, guide and focus approaches to culturally appropriate relationships, pedagogy, methodology, assessment and materials development. Submission is to include all other assignments clearly labelled in a binder. This binder may include a resources section for Elder/s or Cultural Experts; websites; print; multi-media resources; lesson plans; unit plans, etc. The portfolio is to serve as a future resource for the student - teacher-to-be.

Responsibility for Learning Environment

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (Facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

REQUIRED TEXTBOOKS AND MATERIALS

Bell, N. & Brant T.L. (2015). *Culturally Relevant Aboriginal Education*. Toronto: Ontario. Pearson Education.

Other readings will be assigned.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.) Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

CHEATING

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre

OTHER STUDENT SUPPORTS

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website:

https://www.yukoncollege.yk.ca/student_info

SUPPORTING REFERENCES AND BIBLIOGRAPHY

Aboriginal Education Enhancements Branch. (2010). *Shared Learnings: Integrating BC Aboriginal Content K-10*. Retrieved June 25, 2015, from British Columbia Education: <https://www.bced.gov.bc.ca/abed/shared.pdf>

Assembly First Nations: Education, Jurisdiction and Governance Department. (2012). *Cultural Competency Report*. not stated: Assembly First Nations. Retrieved 2015, from <http://www.afn.ca/uploads/files/education/8.1.pdf>

Bell, N. & Brant T.L. (2015). *Culturally Relevant Aboriginal Education*. Toronto: Ontario. Pearson Education.

Council of Yukon First Nations. (2014). *Yukon First Nation Literacy Framework Workshop: Working Together, Moving Forward*. Whitehorse: Council of Yukon First Nations. Retrieved 2015, from <http://cyfn.ca/wp-content/uploads/2013/09/Lit-Framework-Report-Web.pdf>

First Nation Programs and Partnerships Unit. (2013). *A Handbook of Yukon First Nations Education Resources for Public Schools 2013/14*. Retrieved June 25, 2015, from First Nation Programs and Partnerships (FNPP): http://www.yesnet.yk.ca/firstnations/pdf/13-14/handbook_13_14.pdf

Gollnick, D. M. (2017). *Multicultural Education in a Pluralistic Society* (Tenth ed.). Boston, MA, United States: Pearson.

Ghosh, R. &. (2014). *Redefining Multicultural Education: Inclusion and the right to be different* (Third ed.). Toronto, Ontario, Canada: Canadian Scholars' Press Inc.

Kairos Canada. (2013, September). *The Blanket Exercise*. Retrieved from Kairos Canada- Faithful Action for Justice: <http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanket-exercise/>

Manitoba Education: Educational Resources Branch: Instructional Resources Unit. (2011, June). *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis*. Retrieved June 25, 2015, from Manitoba Education: http://www.edu.gov.mb.ca/k12/mel/bibliographies/aboriginal_people_2011_06.pdf

Western and Northern Canadian Protocol (WNCP). (2013). *Our Way is a Valid Way: Professional Educator Resource*. Retrieved June 25, 2015, from YESNET: http://www.yesnet.yk.ca/firstnations/pdf/13-14/our_way_resource.pdf

Western Canadian Protocol for Collaboration in Basic Education. (2000). *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*. Retrieved June 25, 2015, from wncp: <http://education.alberta.ca/media/929730/abor.pdf>

Yukon First Nation Education Advisory Committee. (2008). *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nations Education*. Retrieved June 25, 2015, from Yukon Education: <http://www.education.gov.yk.ca/pdf/yfneac.pdf>

Other references will be added

Supporting Web-Sites

First Nation Programs & Partnerships. Yukon Education.

<http://www.yesnet.yk.ca/firstnations/index.html>

Saskatchewan Teachers' Federation

www.stf.sk.ca



University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “Responsibilities of Students” (\$5.1), “Student Behaviour” (\$5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the [Centre for Student Accessibility](#), located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality** (\$5.3) - Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.
6. **Progress in the Program** (\$11.5.2) - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.

7. **Faculty Action:** At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.

8. **Student Behaviour (§5.13)** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

9. **Academic Misconduct (§5.13.2.2)** - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor)
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet. ***Students who are uncertain what plagiarism is should discuss their methodology with their instructors.*** Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

10. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.

11. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
12. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
13. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306- 585-5400 or email at respect@uregina.ca.
14. **U of R Email (<https://webmail.uregina.ca/>)** -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. Please ensure that you monitor your university email account regularly. All students are provided email, Novell and Unix accounts. Students have a 2GB quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. Email delivery cannot be guaranteed if it is being forwarded.
15. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self- Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to- date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar - p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS 5.9.1.1 Percentage grades

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:
an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

5.9.1.2 Alphabetical grades With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.