EDUC 6311, KC26 (1969)
Issues and Trends in Curriculum & Instruction
University of St. Thomas
School of Education

Professor Dr. A.L. Blanson
E-Mail blansoa@stthom.edu
Telephone Number (281) 948-0016
Place and Time On-Line
For Assistance UST Education Department: Ms. Amanda Mapp, 713-525-3544; Malloy Hall
UST IT Help Desk: 713-525-3544

REQUIRED TEXTS
No Book(s). All articles to be read can be found posted on Black Board.

GENERAL DESCRIPTION
EDUC 6311 Issues and Trends in Curriculum & Instruction. This course emphasizes analysis and appraisal of curriculum reform in efforts to study persistent and critical issues in education that affect the teaching/learning process. Opportunities are provided to study current trends and social issues impacting Curriculum & Instruction with reference to various specialties of students enrolled.

Issues and Trends in Curriculum & Instruction is intended to guide students in the process of identifying and analyzing emerging and developing issues in curriculum design, curriculum development, curriculum implementation, and curriculum evaluation. Such curricular issues include but are not limited to state/national academic standards, demographics and diversity, 21st century technology, high stakes testing and assessment, innovative programs, and state and federal legislation. The course includes other issues such as identifying curriculum sources, trends that influence curriculum, the impact of curricular trends on student achievement, and what professionals such as principals, supervisors, curriculum developers, teacher-leaders, and teachers must be aware of to promote and improve student learning.

Social Justice Tenets of the Catholic Church and University of St. Thomas
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

• People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.
While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

**COURSE TOPICS TO BE DISCUSSED**
- Social impacts on Curriculum & Instruction
- The purpose(s) of curriculum & high stakes testing
- Implementing curricular changes
- Curriculum and critical thinking
- Curriculum and impact on student learning
- Curriculum and instructional approaches for diverse school settings
- Curriculum, instruction, and contemporary issues
- Curriculum assessment and evaluation
- Curriculum and technology
- Curriculum and demographic changes

**SPECIFIC COURSE COMPETENCIES**
Based on these competencies, students will work successfully:

**COGNITIVE GOALS**
Students will:
- read, summarize, and critically analyze journal articles, book chapters, and books related to specific educational topics examined in the course;
- increase their general knowledge of curricular educational issues, including outside factors that affect implementation of curriculum, assessment strategies, education for all, and other recent developments;
- increase their general knowledge of recent educational innovations and alternatives, including (but not limited to) school choice, school finance, multicultural education, technology, social issues, differentiated issues in school systems;
- increase and demonstrate his or her skill in critical evaluation of educational trends; and
- demonstrate preparation for active discussion of educational issues through notes, lists of questions, outside research, careful analysis of reading materials, research papers, etc.

**AFFECTIVE GOALS**
Students will:
- actively participate in discussions related to educational innovations, issues, and alternatives;
- develop an appreciation for a variety of educational philosophies and agendas;
- recognize and encourage diverse opinions and suggestions;
- work cooperatively and collaboratively with peers in large and small group settings;
- volunteer to share knowledge gained through outside readings relevant to the issues discussed in class;
- collaborate in group activities to develop, maintain, and reinforce peer learning and professional development; and
- understand and appreciate the perspectives of colleagues who teach across various grade levels and content areas.

**COURSE OBJECTIVES**
On successful completion of this course, you should be able to do the following:
- Identify and analyze the sources of curriculum as a means of understanding and applying emerging trends and initiatives to improve student learning;
- Evaluate current theories and approaches in curriculum and teaching to determine the effectiveness of various instructional methods and classroom practices;
- Compare and contrast learning theories and curriculum practices that promote student learning and achievement;
- Develop a rationale for specific curriculum programs and instructional methods for such audiences as at-risk students, diverse learners, disadvantaged students, the disabled, and others;
- Adopt evaluation and assessment methods and practices that are reliable and valid means of determining the effectiveness of curriculum programs and instructional methods;
• Explain and discuss the emerging policies and regulations that influence curriculum design, development, implementation, assessment, technology and evaluation;
• Construct a personal and professional approach to identifying and analyzing future trends and issues in curriculum; and
• Demonstrate an ability to investigate, analyze, and express yourself professionally in terms of the issues and trends likely to emerge in the field of curriculum.

BLACKBOARD USE
This is a traditional total online delivery course not face to face. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

COURSE REQUIREMENTS
The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

A fundamental value in this course is that students want to learn for learning’s sake and for professional development and that students pursue education for its own sake, not only for grades, prestige, or any other external motive.

Attendance, Readings, and Engagement
Students are expected to be present for and participate in all On-line class discussions. All modules/readings are expected to have been completed at the designated time according to your schedule. Students are expected to be engaged in the class and group Black Board conversations/postings. The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the Black Board conversations/postings conversations with other students and the professor in every Learning Module (LM).

Absence
Absence, which means students have not logged in and participated and/or completed the Black Board conversations/postings, will result in the renegotiation of this contract. After one absence from Black Board conversations/postings, the student will be administratively withdrawn from the class. Again, if a student is absent once from Black Board conversations/postings, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

Assignments
1. Issues & Trends Paper (30%). a) You will identify an issue in our schools you have seen and would like to explore. This issue can be poverty, technology, gang activity, teacher apathy, high stakes testing, English Language Learners, Special Education students, etc.; b) you will do research on your topic/issue and have at least 7 resources from which you can draw your information. These seven sources will be in the text as well as in your reference page; c) you will then organize your paper by headings and subheadings. Your headings and subheadings are the things you want to bring out and present to me the reader; d) you should address how this issue has an impact on curriculum, on teaching, on learning, on school climate, etc.; e) what trends do you see based on your literature? You will write these trends out; and last f) what recommendations do you make to address this issue and trends and its impact on Curriculum. You are required to use APA format in organizing your paper and for any citations. All assignments are due by 9:30pm on Sundays.
Due on Week 12 by Sunday, 9:30pm  (Email this assignment to me: This assignment is located under LM 6)
2. **Journal Curricular Issues (20%)**. Curricular issues are constantly addressed in the news. Families often see educators as authorities and may ask about topics they see in the popular press. For this project you address the article on Common Core Standards provided for you. You can research other websites, books, journals, magazines, newspapers, popular press magazines/media/ or websites, etc., related to curriculum and instruction in relation to students, theory, practice, program, innovation, testing, evaluation, etc. You will write a three-page reflection minimum. Please address the following questions as best you can: What information in the article was important to you? What surprised you? What did you agree with? Disagree? What disturbed you or was troubling? What would you like to learn more about after reading this article? Do you think the information was accurate? How do you know? How does this article relate to what you are learning in this class and/or other classes? Was this information helpful to you as a current or future educator? If so, how? **Due on Week 5 by Sunday, 9:30pm**

(Email this assignment to me: This assignment is located under LM 5)

3. **Final Exam (40%)**. The Final Exam covers all material from day one to the end and will consist of essay questions. There will be no regurgitation of what students have learned. Application of content and process as experienced in this course will be expected. Cases, dialogues, and reflections can also be part of the essays. The domain of this course will be integrated into the essays. Integration, creativity, and depth are indications of graduate level work.

4. **Participation/attendance (10%)**. Your 10% will be based on how well you participate in BB and the thoughtful contributions made as well as whether you were online to participate. Any absence from BB will result in automatic one letter grade deduction and continues to decline for every absence thereafter. BB will only be available during the week that the assignment is due. BB or other assignments will not re-open once the due date has past.

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit hard copies of written assignments on the day they are due according to the schedule.

**GRADING AND EVALUATION**

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All assignments will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

**Grading and Point Equivalents**

A = 4.0 Unusual and superior achievement
A- = 3.7
B+ = 3.3
B = 3.0 Satisfactory achievement
B- = 2.7
C+ = 2.3 Below Standard
C = 2.0
C- = 1.7
D+ = 1.3 Unsatisfactory
D = 1.0
F = 0.0 Failure
IP = 0.0 Incomplete (research in progress). Failure to complete research within one semester will result in automatic grade change to “F”. No audits are permitted at the graduate level.
HELPFUL WEBSITES

Association for Supervision and Curriculum Development
http://www.ascd.org/portal/site/ascd

Best practices and assessment framework:
http://www.just4kids.org/bestpractice/self_audit_framework.cfm?sub=tools

Curriculum Theory and Practice – Infed Encyclopedia,
http://www.infed.org/biblio/b-curric.htm

Curriculum Ideas - Eisenhower National Clearing House
http://www.goenc.com/

Curriculum Resources - Education for a Lifetime (Home-schooling information)
http://www.k12.com/

Curriculum Center – Kathy Schrock’s Guide for Educators
http://school.discovery.com/schrockguide/

The Integrated Curriculum – Northwest Regional Educational Laboratory,
http://www.nwrel.org/scpd/sirs/8/c016.html

Internet Resources/Sites that help Classroom Teachers and Administrators

APA Format
http://www.apa.org

The Council of Chief State School Officers (CCSSO)
http://www.ccsso.org

American Educational Research Association (AERA)
http://www.aera.net

The National Council on Measurement in Education (NCME)
http://www.ncme.org

The National Center for Fair and Open Testing (Fairest)
http://www.fairtest.org

Achieve, Inc.
http://www.achieve.org

The Mid-continent Regional Educational Laboratory (McREL)
http://www.mcrel.org

The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE)
http://www.ericae.net

WestEd
http://www.wested.org

The Northwest Regional Educational Laboratory (NWREL)
http://www.nwrel.com

The Buros Institute of Mental Measurements
http://www.unl.edu/buros

Performance Assessment Links in Science (PALS)
http://www.pals.sri.com

The U.S. Department of Education
http://ed.gov

Council for Exceptional Children
www.ccc.sped.org

Council for Learning Disabilities
www.cldinternational.org

Association for Supervision and Curriculum Development
www.ascd.org

CHADD (Children and Adults with Attention Deficit Disorders)
www.CHADD.org

The IDEA Practices website
www.ideapractices.org

The National Information Center for Children and Youth with Disabilities
www.nichey.org
Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.

PEDAGOGY
EDUC 6311 Issues & Trends in Curriculum & Instruction uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order we can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

LANGUAGE DIVERSITY
The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION
For retention in EDUC 6311 Issues & Trends in Curriculum & Instruction and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

Integrity is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.
Plagiarism is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST. Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education as well as the University. All work must be cited, even on Blackboard.

Class Etiquette
Please leave all cellular phones in the car or turn them off during class. Visiting Facebook, Instagram, Vines, Snapchat, Twitter, IM, personal email accounts, texting, surfing, etc. will result in an automatic grade deduction from your final grade for each infraction. Avoid discussions and disruptions while the professor and/or your colleagues are talking and/or class presentations or lectures are in progress. As a classroom teacher, you expect your students to listen attentively during lessons and directions; I expect nothing different from you as students in this class. Violations of any of these class etiquette procedures will result in a whole grade deduction from your overall final grade for each time you are informed verbally or via email.

AMERICANS WITH DISABILITIES ACT
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA compliance.
January 12-May 9, 2015

TOPICAL OUTLINE-Subject to change on short notice
**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Course Documents.

WEEK 1 January 12 - 18, 2015
Read: Power and Influence in Organizations

WEEK 2 January 19 - 25, 2015
Read: Political Dimensions of Curriculum Decision Making

WEEK 3 January 26 - February 1, 2015
Read: Validity and Accountability in High-Stakes Testing

WEEK 4 February 2 - 8, 2015
Read: The New Demography of America’s Schools: Immigration and the No Child Left Behind Act

WEEK 5 February 9 - 15, 2015
Read: Education and Poverty: Confronting the Evidence

Common Core Standards Paper Due!

WEEK 6 February 16 - 22, 2015
Read: Diversity & Inclusion: Toward a Curriculum for Human Beings

WEEK 7 February 23 – March 1, 2015
Read: Using Curriculum Assessment to Strengthen Classroom Practices

WEEK 8 March 2 - 8, 2015
Mid Term Exam

March 9 - 15, 2015
Spring Break

WEEK 9 March 16 - 22, 2015
Read: Does Teacher Preparation Matter? Evidence about Teacher Certification, Teach for America, and Teacher Effectiveness

WEEK 10 March 23 - 29, 2015
Read: The Wrong Solution to the Teacher Shortage

March 30 – April 5, 2015
Easter Break

WEEK 11 April 6 - 12, 2015
Read: Issues and Trends: Integrating the Curriculum et al.
WEEK 12 April 13 – 19, 2015
Read: Trends that Will Shape the Future of Curriculum
Issues and Trends Paper Due!

WEEK 13 April 20 - 26, 2015
Read: Global Trends in Education

April 27 - May 3, 2015
No Class

WEEK 14 May 9, 2015
Final Exam! 12:00 – 2:30pm