EDUC 5303 Cultural Foundations, KR23 (3256)
University of St. Thomas
School of Education

Professor         Dr. Hope Luster - Calhoun
E-Mail             lusterh@stthom.edu
Telephone Number   (281) 748-7230
Place and Time     University of St. Thomas, Houston, Texas 77006
                    Tuesday, 5:00-8:00 pm, Room
For Assistance     UST Education Department: Ms. Thembi Williams, 713-525-3544; Malloy Hall
                    UST IT Help Desk: 713-525-3544

REQUIRED TEXTS
St. Paul: Thomson West.

Recommended Text

COURSE DESCRIPTION
The course will examine the social and cultural foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

SPECIFIC COURSE COMPETENCIES
1) Identify people, organizations and trends in the history of American education;

2) Recognize the historical, continuing nature of major issues in education such as "Who should be educated and why?" and "What should be taught?"

3) Evaluate and cite specific examples of how the belief of society both shape the goals and structure of educational institutions;

4) Analyze current propositions for change and betterment of schools

5) Develop organizational and presentational skills in order to communicate recommended actions to an appropriate body of decision makers.

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 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 class discussions. All readings are expected to have been completed in preparation of your final exam. Students are expected to be engaged in the class and group conversation. **The assignments and the final examination are designed in such a way 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 conversations with other students and the professor in every class.**

**Tardies**

Promptness, which means that a student entered the classroom before the professor begins the class, is expected of students in a master’s program. **The professor may take any action he thinks is just when a student is tardy more than ONCE.** Starting the second tardy, the student will lose 4 points from their overall grade for each tardy.

If students are going to be absent or tardy, students will e-mail or telephone the professor as soon as students know it will be necessary to be absent or late.

**Absence**

Absence, which means students are not physically present in class as required, can result in the renegotiation of this contract. After one absence, the student will be administratively withdrawn from the class. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent once, 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.

**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 grade deduction from your overall final grade for each time you are informed verbally or via email.

**Course Evaluations**

It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

**COURSE ASSIGNMENTS/EXPECTATIONS**

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

**ASSIGNMENTS**

1. **Class Participation/Course Evaluations (15%).** (1) Students will have read the assigned readings by the time class begins each week. (2) In small learning groups, students will spend 15-20 minutes discussing what was read for the evening. (3) Students within their assigned groups will take turns facilitating the discussion and sharing summaries of the discussion with the other members of the class. The professor will assign the learning groups and provide on the first class day.
2. **Inquiry Based Paper:**
Length: Three to five pages minimum. This is a Group Project or you can opt to go solo. Meet with your Group members ASAP to begin your research. Investigate an educational organization from the list provided below*. For each organization investigated, tell when it was founded, its major goals, major services offered, and, especially, educational services offered to educators or members. Also state whether or not you think this organization is relevant and useful to today’s educators. If pertinent, mention the costs to educators to join and how much information and access is free online or available. As a group, put your members name and submit only one paper on one organization of your choosing.

*Educational Organizations (for Inquiry Based Paper): see below

**Achieve**
Achieve is a resource for governors, business leaders, others seeking to improve student achievement and raise the level of educational standards. Its web site includes annual reports, information on benchmarking and other initiatives, and a national clearinghouse database for researching academic standards.

**American Association of School Administrators (AASA)**
AASA is the professional organization for over 16,500 educational leaders across North America. Its primary responsibilities include improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders.

**American Association of School Personnel Administrators (AASPA)**
AASPA represents school personnel professionals, including personnel/human resource administrators, personnel support staff, superintendents, principals, and graduate students interested in this field. It provides resources, professional development activities, and networking opportunities.

**American Educational Research Association (AERA)**
AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.

**American Federation of Teachers (AFT)**
AFT is a 900,000-member union of public and professional employees, including public and private school teachers, paraprofessionals and school-related personnel (PSRPs), higher education faculty and professionals, employees of state and local governments, nurses and health professionals.

**American Society for Engineering Education (ASEE)**
The American Society for Engineering Education (ASEE) is a nonprofit organization of individuals, institutions, and companies dedicated to improving all aspects of engineering education.

**Association for Supervision and Curriculum Development (ASCD)**
ASCD is an international, nonprofit, nonpartisan education association committed to the mission of forging covenants in teaching and learning for the success of all learners. Founded in 1943, ASCD provides professional development in curriculum and supervision; encourages research, evaluation, and theory development; and disseminates information on education issues ranging from inclusion to parent involvement, learning styles to school leadership.

**The College Board**
The College Board is an association of schools, colleges, universities, and other educational organizations in the U.S. and abroad. The organization facilitates access to higher education and promotes high academic standards through programs and services in college admissions, guidance, financial aid, assessment, and teaching and learning. It also conducts professional development programs, forums and conferences, policy analysis, and public outreach. As an authority on access to higher education, the College Board is a leading source of information on trends and innovations affecting students, parents, schools, and colleges.
**Consortium for School Networking (CoSN)**
CoSN is the national voice for advocating access to the emerging National Information Infrastructure in schools.

**Council of Chief State School Officers**
The Council of Chief State School Officers is a nationwide, nonprofit organization composed of public officials who lead the departments responsible for elementary and secondary education in the states, the U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. In representing chief education administrators, CCSSO works on behalf of the state agencies that have primary authority for education in each state.

**Council of the Great City Schools**
The Council of the Great City Schools brings together some of the largest urban public school systems in the country in a coalition dedicated to the improvement of education in the inner cities. By keeping Congress, the media and the public informed about the problems facing urban schools and the critical need to ensure that today's students receive an education based on high standards and expectations, the Council helps to set the course for the survival of our cities, the productivity of our citizens, and the future of our nation.

**Education Commission of the States**
The Education Commission of the States (ECS) is a national nonprofit organization that helps state leaders improve education for all young people. The ECS online service offers information about what's going on throughout the country on a host of current hot issues in education, such as school-to-work policies and programs, various efforts to improve student achievement, school governance, charter schools, school finance and a number of topics related to the cost and quality of higher education.

**Education Policy Analysis Archives**
This is a peer-reviewed journal of education policy topics published by the College of Education at Arizona State University. Includes abstracts and full text of articles published in EPAA and how to participate.

**Education Week on the Web**
This is the place on the World Wide Web for people interested in education reform, schools, and the policies that guide them.

**EDUCAUSE World Wide Web Server**
Now a merged organization of two separate but related groups - EDUCOM and CAUSE - EDUCAUSE is a non-profit association whose mission is to advance higher education by promoting the intelligent use of information technology. With a current membership of more than 1,800 colleges, universities, and education organizations, and including over 180 corporations the association has a combined history of over 30 years leading the nation's educational community in integrating information technology into classrooms, curricula and research.

**International Reading Association (IRA)**
The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques; serving as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; and actively encouraging the lifetime reading habit.

**International Society for Technology in Education (ISTE)**
The International Society for Technology in Education is a nonprofit professional organization dedicated to the improvement of education through computer-based technology.

**Laura Bush Foundation for America's Libraries**
The Laura Bush Foundation for America's Libraries provides grants to school libraries across the country to purchase books. It is a component of the Community Foundation for the National Capital Region in Washington, D.C.
**National Academy of Education (NAEd)**
NAEd advances the highest quality education research and its use in policy formation and practice. Founded in 1965, the Academy consists of U.S. members and foreign associates who are elected on the basis of outstanding scholarship or contributions to education. Since its establishment, the Academy has undertaken numerous commissions and study panels which typically include both NAEd members and other scholars with expertise in a particular area of inquiry.

**National Academy Foundation (NAF)**
The National Academy Foundation (NAF) is a national network of high school career academies predominately based in urban districts--schools within schools using career-themed curricula created with current industry and educational expertise. Each year, NAF serves more than 50,000 students in over 500 Academies in 40 states and D.C. through the Academy of Finance, the Academy of Engineering, the Academy of Hospitality & Tourism, and the Academy of Information Technology.

**National Association of State Boards of Education (NASBE)**
The National Association of State Boards of Education (NASBE) is a nonprofit, private association with 501(c)(3) tax-exempt status that represents state and territorial boards of education. Our principal objectives include strengthening state leadership in educational policymaking; promoting excellence in the education of all students; advocating equality of access to educational opportunity; and assuring continued citizen support for public education.

**National Association of Elementary School Principals (NAESP)**
The association offers professional development training programs, regional and national conferences, and a broad range of regular periodicals, including the award-winning PRINCIPAL magazine, with reports on the latest research along with practical advice from administrators. NAESP also offers comprehensive legal assistance, salary and contract review, and services for students, including the American Student Council Association.

**National Association of Secondary School Principals (NASSP)**
The NASSP serves all leaders in middle school and high school education. This web site contains education news and information for parents, principals and aspiring principals, and also serves as the web site for NASSP supported student activities including the National Honor Society, National Junior Honor Society, American Technology Honor Society, National Association of Student Councils, National Association of Student Activities Advisors, the National Alliance of High Schools and National Alliance of Middle Level Schools.

**National Association of State Universities and Land-Grant Colleges**
The NASULGC is a voluntary, non-profit association of public universities, land-grant institutions and many state university systems, the National Association of State Universities and Land-Grant Colleges (NASULGC) has member campuses in all 50 states and the U.S. territories.

**National Center on Education and the Economy (NCEE)**
The NCEE is organized to provide tools, professional development programs, technical assistance services, and other resources to support standards-based reform. The NCEE web site includes information about New Standards: Performance Standards and Assessments for the Schools.

**National Council for Private School Accreditation (NCPSA)**
NCPSA was established in 1993 to support the development of a national entity that would serve as an accrediting association of private school accrediting agencies.

**National Council for the Social Studies**
NCSS is devoted solely to social studies education and engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education.
**National Council of Teachers of English (NCTE)**
The National Council of Teachers of English, the world's largest subject-matter educational association, is devoted to improving the teaching of English and the language arts at all levels of education. Since 1911, NCTE has provided a forum for the profession, an array of opportunities for teachers to continue their professional growth throughout their careers, and a framework for cooperation to deal with issues that affect the teaching of English.

**National Council of Teachers of Mathematics (NCTM)**
NCTM is a nonprofit, nonpartisan education association with more than 110,000 members and 260 affiliated groups located throughout the United States and Canada. Founded in 1920, NCTM is dedicated to improving mathematics teaching and learning, kindergarten through high school. NCTM's Curriculum and Evaluation Standards for School Mathematics (1989), Professional Standards for Teaching Mathematics (1991), and Assessment Standards for School Mathematics (1995) make recommendations about what mathematics students should learn, what teachers themselves should accomplish as professionals in the classroom, and what criteria should be used to evaluate student performance and the effectiveness of mathematics programs. The NCTM Standards encourage rich mathematical opportunities for all children in all mathematics classrooms.

**National Education Association (NEA)**
NEA's Web site offers parents and teachers, citizens and students -- everyone interested in creating great schools -- a handy starting point for Web exploration. We're your neighbors, the folks who teach your kids and staff your schools. We're the over 2.3 million members of the National Education Association, and we hope this site can help public education work for every child and every family.

**National Forensic League (NFL)**
The National Forensic League (NFL) promotes secondary/middle level debate and speech communication education and interscholastic contests. With more than 3,000 member schools in all 50 states, NFL provides educators with several free and low-cost classroom resources and professional development initiatives. The NFL embraces diversity, interconnection, and empowers students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.

**National Parent Teachers Association (PTA)**
Celebrating its 100th Anniversary in 1996, this web site for the NPTA helps them promote their mission of: to support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; to encourage parent and public involvement in the public schools of this nation.

**National Rural Education Association (NREA)**
Formerly known as the REA, NREA traces its origins back to 1907 when it was originally founded as the Department of Rural Education. Through the years it has evolved as a strong and respected organization of rural school administrators, teachers, board members, regional service agency personnel, researchers, business and industry representatives and others. NREA is a membership organization that operates as a tax-exempt, non-profit entity. It is directed by an elected executive committee consisting of national representatives of rural school administrators, rural school teachers, state education agencies, educational service agencies, higher education, rural school district boards, at-large constituencies and affiliated state associations.

**National School Boards Association (NSBA)**
NSBA is the nationwide advocacy and outreach organization for public school governance. NSBA's mission is to foster equity and excellence in public elementary and secondary education in the United States through school board leadership. They achieve this mission through a unite effort with state school boards associations who are our Federation Members.

**National Science Teachers Association**
The National Science Teachers Association (NSTA) is committed to the improvement of science education at all levels -- preschool through college. To address subjects of critical interest to science educators, the Association
publishes five journals, a newspaper, and a number of special publications. NSTA provides many programs and services for science educators, including awards and scholarships, teacher training workshops, educational tours, and an employment registry. NSTA offers professional certification for science teachers in eight teaching level and discipline area categories.

**National Staff Development Council (NSDC)**

NSDC is the largest not-for-profit education association focused solely on the issues of school improvement and professional development. The Council has more than 12,000 members, primarily from the U.S., from all areas of education: teacher leaders, principals, staff developers, central office administrators, superintendents, regional and state-level technical assistance providers, and professors.

Others: NAME or Teaching Tolerance organization; League of Latin American Citizens (LULAC); National Association for the Advancement of Colored People (NAACP); B’nai B’rith; American-Arab Anti-Discrimination League; National Organization of Women (NOW) or AAUW (formerly American Association of University Women); American Counseling Association (ACA) and others in your area.

3. **Alexander Case Scenarios** - In your respective or assigned group or solo, you will answer the Alexander case in a class presentation according to what you read in the legal book. Remember to stick to what the law says, do not base your responses on emotions or what you think is right-stick to the law!

4. **Final Exam** - The exam will be cumulative. Select a situation with no distractions or interruptions. When you complete the exam, hit the SUBMIT button. Once in a while a student may be knocked out in the middle of an exam. If this happens please e-mail or call me immediately.

**EVALUATION/GRADING**

15%: Professionalism, attendance & participation
25%: Inquiry Project
20%: Alexander cases
40%: Final Exam
100%

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**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.
Incompletes are given only at the discretion of the professor for reasons considered 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 5303 Cultural Foundations 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 students is to come to class prepared to ponder on the readings in order to have a scholarly conversation with classmates and professor by integrating the readings with their professional 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 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 5303 Cultural Foundations 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 the honor system, integrity and plagiarism. 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. 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.
SOCIAL JUSTICE TENANTS

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.

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 should contact the professor before class or request 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 contact 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 receives word in writing from the officer in charge of ADA compliance.

**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.**

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<td>Orientation</td>
<td>WEEK 1</td>
<td>Syllabus</td>
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<td>Introduce Yourself</td>
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<tr>
<td>LM1</td>
<td>WEEK 2</td>
<td>1. Read the chapters “The History and Political Goals of Public Schooling” in Spring</td>
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<td>2. Read “Attendance in Public Schools” by Alexander and Alexander. The Alexander case is attached for you to complete after reading the chapter. LM1-Attendance in Public Schools case scenario is attached.</td>
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<td>Week</td>
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| WEEK 3 | 1/27/2015  | 1. Read the chapters “The Social Goals of Schooling” in Spring  
2. Read “Freedom of Speech” by Alexander and Alexander |
| WEEK 4 | 2/3/2015   | 1. Read the chapters "Education and Equality of Opportunity" in Spring  
2. Read "Freedom of Speech & Expression” by Alexander and Alexander.            |
| WEEK 5 | 2/10/2015  | 1. Read the chapters “The Economic Goals of Schooling: Human Capital, Global Economy and Preschool” in Spring  
2. Read “Search & Seizure” in Alexander & Alexander                     |
| WEEK 6 | 2/17/2015  | 1. Read the chapters "Equality of Educational Opportunity" in Spring and  
2. Read "Religion in Public Schools and State Funding of Religious Schools” by Alexander and Alexander. |
| WEEK 7 | 2/24/2015  | 1. Read the chapters "Student Diversity“ in Spring and  
2. Read "Search and Seizure” by Alexander and Alexander. |
| WEEK 8 | 3/3/2015   | 1. Read Chapter "Multicultural and Multilingual Education” in Spring  
2. Read “Student Discipline” by Alexander and Alexander.  
3. Group Inquiry Paper Due electronically *4/07/2015 @ Midnight |
| 3/9-3/13 | SPRING BREAK 2015 |                                                                 |
| WEEK 9 | 3/17/2015  | 1. Read the chapter “Local Control, Choice, Charter Schools, & Homeschooling” |
| WEEK 10 | 3/24/2015  | 1. Read Chapter "Power and Control at the State and National Levels” in Spring  
2. Read "Racial Segregation” by Alexander and Alexander. |
| WEEK 11 | 3/31/2015  | 1. Read the chapters "The Profession of Teaching” in Spring  
2. Read "Teacher Dismissal” by Alexander and Alexander. |
<p>| WEEK 12 | 4/7/2015   | 1. Read the chapter &quot;Globalization of Education” in Spring                     |
| WEEK 13 | 4/14/2015  | 1. Read the chapter “Textbooks, Curriculum, E-Learning and Instruction” in Spring |
| WEEK 14 | 4/21/2015  | 1. Read “Student Testing” in Alexander &amp; Alexander                          |
| WEEK 15 |            | FINAL REVIEW                                                                  |</p>
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<th>LM14</th>
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