School of Education and Human Services  
EDUC 6313 2619 KC22  
Curriculum Praxis in the 21st Century

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Place and Time San Jacinto College North-Galena Park  
Fine Arts Building Room N-160  
Thursday 5:00-9:00 pm

For Assistance UST Education Department: Ms. Maria Younger, 713-525-3544; Malloy Hall  
UST IT Help Desk: 713-525-3544

REQUIRED TEXTS
Solution Tree Press. ISBN 978-1-935249-90-0

GENERAL DESCRIPTION
EDUC 6313 Curriculum Praxis in the 21st Century. This course addresses the Fundamental dimensions  
of curriculum theory, such as but not limited to the social construction of knowledge, curriculum  
as cultural mindset, social/historical/political reality, and scholarly discourse are explored.  
Students will examine the various ideological orientations to curriculum studies, curriculum  
design, and the opportunity for curriculum development.

COURSE TOPICS TO BE DISCUSSED
EDUC 6313 Curriculum Praxis in the 21st Century is intended to guide students in the following:  
Five Minds for the Future  
Policies for 21st Century Demands  
Frameworks for 21st Century Skills  
Role of Professional Learning  
Learning Environments to Support 21st Century Skills  
Problem-based Learning for 21st Century Skills  
Mastery of 21st Century Skills  
Technology in the 21st Century  
Social Networks as Learning Tools  
Leadership, Change, and Beyond the 21st Century Skills Agenda

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 charter schools, school choice, assessment strategies, character education, 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, school voucher systems, site-based management, magnet schools, and differentiated faculty reward 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, 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.

STUDENT OUTCOMES
1. After successful completion of this course students will have a broader understanding of curriculum theory and integration or praxis of curriculum implementation.
2. The student will understand that theories guide instruction and vice versa; how social/historical/political realities influence curriculum implementation; and how understanding curriculum design is essential in meeting the changing needs of students, teachers, institutions, and communities in the 21st century.
3. Students will be asked to complete readings, research curriculum theories in relation to the social/historical/political constructs and examine curriculum program designs to propose recommendations and changes.

4. The students will be assigned peer-reviewed articles and chapters in order to assist them in completing these tasks.

5. Students will also be able to examine existing curriculum and determine if it is meeting the needs of students, teachers, and the community in which they work at their targeted specific grade level.

BLACKBOARD USE
This is a traditional delivery (face to face) course. We may, however, have one or two blackboard course meetings. 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 class discussions. All readings are expected to have been completed at the time class begins. Students are expected to be engaged in the class and group conversation. 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 conversations with other students and the professor in every class.

Absence
Absence, which means students are not physically present in class, can result in the renegotiation of this contract. After one absence, the student will be administratively withdrawn from the class if no communication has been initiated on behalf of the student. If communication has been established 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 and pagers in the car or turn them off during class. Visiting Facebook, MySpace, IM, personal email accounts, texting, surfing, etc., on your phone or laptop 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 expectations for Graduate students will result in a grade deduction from your overall final grade for each time you are informed verbally or via email.

Tardies
Promptness, which means 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 she thinks is just when a student is tardy more than twice.** After 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.

**CLASS REQUIREMENTS-ASSIGNMENTS**

1. **Participation (15%).** See Attendance, Readings, Engagement, Absence, Class Etiquette, and Tardies up above.

2. **Curriculum Activity (30%).** You will create an activity based on the reading provided surrounding the topic(s) for the week. More details will follow in class.

3. **Curriculum Capstone Project (55%).** You will do the following: a) select a country’s curriculum from the list provided or pick one of your liking with approval from professor; b) you will view the document for your respective country in terms of aims, goals, objectives; c) given the rubric and explanation provided for each main heading (see handout), you will address in essay style whether the said curriculum addresses each main heading on your list; d) you will provide evidence and an explanation of your responses/rationales; e) if the said curriculum does not address your main heading, you will provide a rational/explanation of why this omitted main heading should part of the curriculum; f) once you address each main heading, you will end by stating what was good/bad about the curriculum; what are its strengths/limitations; what can you walk away from as a curriculum specialist; and any other recommendations you deem necessary.


http://www.thl.fi/thl-client/pdfs/267671cb-0ec0-4039-b97b-7ac6ce6b9c10


http://www.k12.wa.us/IndianEd/Curriculum.aspx

http://www.swissworld.org/en/education/general_overview/the_swiss_education_system/


http://www.eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education/The-Folkeskole/Subjects-and-Curriculum

http://www.australiancurriculum.edu.au/Curriculum/Overview
Capstone Project Explanation/Rubric

**Explanation of each main heading to be part of your curriculum project. The explanation in each section serves to guide and develop your thought process to understand what each section requires.**

**Exploration**

Through their own attitudes and activities, educators create an open atmosphere that inspires and encourages exploration. They allow time for exploration and wondering and make it possible for students to gain a wide range of experiences that keep up their interest. When learning and exploring together with students, educators guide and encourage them in various care, education and teaching situations to experiment and to find explanations to phenomena in the world around them. Through their activity, educators enable and encourage students own thinking, problem solving and imagination.

**Ethical Orientation**

The focus is on issues related to values and norms. Students’ daily life contains situations and events that can be considered and analyzed from the viewpoint of the questions of right and wrong, good and bad, truth and lie. The questions of justice, equality, respect and freedom can also be dealt with naturally in the content of daily events. It is essential to take account of the student’s developmental stage. Fears, anxiety and guilt are part of life too. These issues are discussed with students in such a way they can feel safe, respected, and welcomed.

**Digital Competence for the 21st Century**

Digital competence comprises the confident and critical use of Information Society Technology (IST) for work, communication and leisure purposes. This is based on the following skills and activities: recognizing, retrieving, evaluating, storing, creating, presenting and exchanging information as well as communication and cooperation in networks via the Internet.

**Learning to Learn**

Learning to learn is the ability to pursue and persist in learning, organize one's own learning both individually and in groups, including effective management of time and information; to recognize the needs and opportunities and to know the process of learning. This, on the one hand, requires the acquisition, processing and assimilation of new knowledge, and seeking and applying guidance, on the other. Learning to learn urges the learner to apply his or her knowledge and skills in a variety of contexts - home, work, learning and training processes - drawing on his or her prior learning and life experience. Motivation and self-confidence are essential elements of this competence.

**Social and Civic Competence**

Personal, value-oriented, interpersonal, intercultural, social and civic competences are prerequisites for a harmonious life and community integration, a commitment to and activity for the public good. These comprise all forms of behavior that an individual should master in order to participate in an efficient and constructive way in social and working life, in an increasingly diverse society, and, furthermore, if need be, to resolve conflicts. Civic competence enables an individual to apply his or her knowledge of social processes, structures and democracy in order to actively participate in public affairs.

**Sense of Initiative and Entrepreneurship**

Sense of initiative and entrepreneurship helps an individual both in everyday life and at work to get to know his or her broader environment and to be able to grasp the opportunities that lie ahead. This competence comprises knowledge, creativity, propensity to induce changes and risk-taking as well as
developing and implementing plans in order to achieve objectives. It serves as a basis for more specific knowledge and skills which are needed for the pursuit of economic activities.

**Aesthetic and Artistic Awareness and Expression**

Aesthetic and artistic awareness and expression involves an appreciation of aesthetic perception and the importance of expressing - either in the language of traditional arts or with the help of the media - ideas, experiences and emotions in a creative way. This encompasses, in particular, literature, music, dance, drama, puppet play, visual arts, the culture of objects, buildings, spaces, as well as the modern forms of artistic expression, photography and motion picture.

**Communication in the Mother Tongue**

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing (listening and reading comprehension, text writing) as well as the appropriate and creative use of the language in a full range of societal and cultural contexts such as education and training, work, home life and leisure. Communication in the mother tongue results from the acquisition of the mother tongue, which is intrinsically related to the development of the individual's cognitive faculties. Communication in the mother tongue requires an appropriate vocabulary and knowledge of grammar and the specific functions of language. This proficiency comprises being cognizant of the main types of verbal interaction, a whole range of literary and non-literary texts, the major characteristics of different styles of language use and the variability of language and communication in different situations. Individuals should have the skills to engage in oral and written communication in various communicative situations, to keep track of the communication and to change it as the situation requires. Individuals must be able to differentiate between and to use different text types, to seek, collect and process information, to use various aids, and to formulate and express his or her own oral and written arguments in a way adequate to the situation.

A positive attitude entails that the individual endeavors to conduct a critical and constructive dialogue, as well as respect for aesthetic quality and desire to get to know others. This demands that one be aware of the effect language has on others and of the significance of socially responsible language use.

**Self-image and Self-knowledge**

The way one relates to oneself, the conception one has of oneself, the inner dispositions of a person develop through one's perceptive and creative activity as much as other personal traits do. We ourselves determine the course of activity we take, and the intensity and quality of the activity greatly depend on the perception we have of ourselves, our abilities, needs and desires, and on what we expect from ourselves. For students to be able to integrate the knowledge and skills acquired and the attitudes and motives that help learning into their self-perception and self-reflection, it must be ensured throughout the whole teaching and learning process that students feel ever more competent in shaping their own development, future and career. In developing one's relation to oneself, getting to know oneself, self-control, responsibility for oneself, self-reliance, the need for self-development, the related activities, and as a result of all these, personal dignity should be considered as essential goals.

**Homeland and Peoples**

It is essential for students to know the peculiar features of the cultural heritage of our people and the historic values of our national culture. Students are expected to study the activities and the work of prominent USA figures of history, scientists, inventors, artists, writers, poets, athletes, and to get acquainted with the geography, literature, history and everyday life of their country. They should acquire the knowledge and practice the individual and community activities which lead to the understanding and appreciation of and identification with their home, residence, homeland, country and its peoples. They should become familiar with the traditions and characteristics of urban and rural life. Cultivating a harmonious relationship with the natural and social environment, laying down the foundations for a national identity, deepening one's consciousness as a member of a nation and one's sense of patriotism, and, inseparably linked thereto, respect for the values, history and traditions of other peoples and ethnic groups living in the country and the neighboring areas are all important tasks.
Education for Active Citizenship and Democracy

In a democratic constitutional state the development of society, personal fulfillment, and often one's happiness are, among others, conditional upon one's participation in civil society, the residential, professional or cultural community and/or political life. A participation that is characterized by the possession of adequate knowledge, mutual compliance with the rules of societal co-existence, and the absence of violence, and is driven by the respect for human rights and the values of democracy. One of the major tasks of the public education system is to provide formal, non-formal and informal learning opportunities that help students become active citizens. Active citizenship presupposes knowledge, abilities, the appropriate attitude and motivation. The development of partial abilities (e.g. ability to identify social relations, ability to recognize the right to equal treatment, conflict management, humanitarian assistance, and ability to cooperate), value orientations and attitudes (e.g. responsibility, autonomous action, reliability, tolerance, socially accepted behavior) necessary for active citizenship is, for the most part, ensured by the quality of teaching and learning organization processes, which build upon students' active involvement, and democratic practices at school.

Economic Education

Without knowledge in financial management and monetary affairs, we would not be able to understand a fairly large proportion of the processes that concern us; such knowledge has become an integral part of our general education. Neither a democracy, nor a market economy can operate without individuals who understand the basic relationships within the economy and who can manage their assets astutely. It is for the good of each and every country that strives to achieve financial security and wishes to hold on in the arena of global competition to have citizens who are open to economic affairs. It is an indispensable condition also for society that its members develop a positive attitude toward value-creating work, management of assets, and economic reason. They should comprehend the way consumption is an engine of the economy, the relevance of their own behavior as consumers and the responsibility it entails.

School education has a key role in educating conscious consumers and to ensure that students can assess the potential risks, profits or costs associated with their decisions. They should recognize the connection between sustainable consumption and their personal interests. School education should also contribute to the development of the ability to strike a balance between short-term and long-term benefits and stimulate the ability to manage the available resources, including the ability to handle money. Making wise decisions when it comes to loans or savings is not only the essential interest of an individual, but also that of society. This is one reason why school education should devote sufficient attention also to the development of management and finance related abilities, and the ability to manage one's assets in an astute manner and being aware of consumer goods, services, marketing effects and behaviors should be regarded as an important part of personality development.

Education for Environmental Awareness

The comprehensive goal of education for environmental awareness is to help students develop their behavior and way of living in a manner so that the rising generation is able to protect the environment facilitating thereby the conservation of the natural environment and the sustainable development of societies. Sustainable development requires lifelong learning so that informed and active citizens will grow up who think creatively, find their way in the spheres of nature, the environment, society, law and the economy, and take responsibility for their individual or shared actions. This can be achieved by special focus on the development of students' way of thinking in the field of natural sciences. If students become sensitive to the condition of their environment then they will be able to interpret and produce a basic analysis of the specific features and qualitative changes of the environment, to recognize and conserve the natural and artificial values of the environment, and to undertake their civic commitments and to exercise their rights with regard to the environment. Environmentally friendly conduct that is based on one's knowledge of the environment and personal responsibility should be a moral principle that determines the life conduct of students both at individual and community level.
During their education for environmental awareness, students should become familiar with current processes which make our planet suffer from symptoms that suggest an environmental crisis. They should learn through concrete domestic examples what positive and negative effects socio-economic development has on an individual in view of the environmental consequences. They should understand the relationship between consumption and natural resources and the principle of sustainable consumption. Students should be involved in the preservation and enhancement of the values of their close environment. Respect for nature, responsibility and the prevention of environmental adverse effects should be a dominant factor in their way of living. They should gain first-hand experience in the shared management and settlement of environmental conflicts.

Physical and Mental Health

Schools are entrusted with the crucial function and enormous responsibility to teach the rising generations how to live a healthy life. In all of their activities schools should support the wholesome physical, mental and social development of students. Their staff and infrastructure should promote the development of positive attitudes, behaviors and habits which favorably shape students' and youth's approach to a healthy lifestyle. Education for a healthy life not only extends to teaching how to prevent diseases, but also how to enjoy healthy living and appreciate harmonious life as a valuable condition. Teachers must prepare children and youth for making the right lifestyle choices independently, for living their life in a healthy way and being capable of resolving conflicts. They should advocate a receptive and helpful behavior towards people with illness, disorders or disabilities. They should acquaint students with the most frequent factors in their environment - primarily in the household, school and traffic and hazardous substances - that can put their health or physical integrity at risk. They should prepare students for individual and communal prevention and management of emergencies. Schools also have the task to prepare students for participating in traffic independently as pedestrians, using various means of public transport and the ways passenger accidents can be avoided. Attention should be paid to the proper handling (identification, storage) of and the most important rules pertaining to hazardous substances and preparations. They should provide assistance to children - especially to adolescents - with the prevention of adopting habits that can lead to harmful addictions (e.g. smoking, alcohol and drug consumption, and malnutrition). An unavoidable duty of schools is to address the questions of sexual culture and behavior, and prepare students for family life and responsible, rewarding relationships. Habits underlying a healthy and harmonious life can be developed through the active and efficient participation of students. It is important that the school environment is also conducive to healthy physical, mental and social development. The lifestyle adopted by teachers has a great influence on this.

Preparing for Adulthood

Career orientation is one of the most essential elements of preparing for adulthood with the general aim of helping students choose their further education and profession. It comprises the following components: development of self-knowledge by getting to know one's individual endowments and abilities; getting acquainted with major careers, occupational branches and the pathways, opportunities and alternatives that lead to them through activities and experience. Students must be made aware that they might have to shift occupations several times during their career. Schools must provide a comprehensive overview of the world of work suited to the age of students and as the circumstances allow. To this end, such conditions and activities must be ensured as they can enable students to test their abilities and immerse themselves in their subjects of interest in order to improve their self-knowledge and become more conversant with the different occupations. Career orientation can be successful only during a longer process and if it is based on the alignment of the various subjects and extra-class and extracurricular areas and activities. Flexibility and the ability to manage cooperation and uncertainty should receive marked attention both at individual and social level.

The effective social integration, co-existence and participation of students demand the conscious and pedagogically planned development of social and civic competences. This means that a system of social motives must be designed and reinforced which conveys economic and social benefits alike. The acquisition of social competence has as one of its priority tasks the development of behaviors related to
assistance, cooperation, management and competition. Areas that deal with the economy, conscious consumer behavior and the enhancement of competitiveness (e.g. entrepreneurial, management and work capacity) form an important part of the improvement of social and civic competence.

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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<thead>
<tr>
<th>Class assignments:</th>
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<tbody>
<tr>
<td>Participation/Class Discussion</td>
<td>15%</td>
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<tr>
<td>Curriculum Activity</td>
<td>30%</td>
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<tr>
<td>Curriculum Final Project</td>
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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:

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<tr>
<th>Grade</th>
<th>Numerical Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
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<tr>
<td>A–</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>88–89</td>
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<tr>
<td>B</td>
<td>83–87</td>
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<tr>
<td>B–</td>
<td>80–82</td>
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<td>C+</td>
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<td>C</td>
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<td>C–</td>
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<td>D</td>
<td>60–69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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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. 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.
**Incomplete**s 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 6313 Curriculum Praxis in the 21st Century** 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 6313 Curriculum Praxis in the 21st Century** 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.

**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.

**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.**

01-21-16
READ: Foreword, Chapters 1

01-28-16
READ: Chapters 2, 3 & 4

02-04-16
READ: Chapters 5 & 6

02-11-16
READ: Chapters 7 & 8 (Curriculum Project Due)

02-18-16
READ: Chapters 9, 10 & 11

02-25-16
Read: Chapters 12 & 13

03-03-16
Chapter 14 & Capstone Project Presentations

03-10-16
Capstone Project Due