University of St. Thomas  
School of Education  
EDUC 5303 KD35 Cultural Foundations  
Spring 2017

Professor  
Dr. Nicole McZeal Walters

E-Mail  
waltern@stthom.edu

Telephone Number  
713.942.5963 / Mobile: 28.33.4177

Location and Time  
Spring Branch HCC- 1010 W. Sam Houston Parkway, Houston, TX 77043  
5:00-8:00 pm, Room 606

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

REQUIRED TEXTS

Strongly Recommended Text

CURRICULUM & INSTRUCTION WRITING EXPECTATIONS

In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.
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.

Syllabus created and developed by Dr. E. Gonzalez, Dr. E. Torres, and Dr. NM Walters 2017

COURSE REQUIREMENTS

Attendance, Readings, Engagement and Professionalism

Students are expected to attend all seven classes. Excessive absence (ONE) and lateness, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence.

Absence, which means students did not participate in class, will result in the renegotiation of this contract. 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.

Tardies/lateness

Class begins promptly at 5:00 p.m. We will dismiss promptly at 8:00 p.m., if not before. The professor may take any action she thinks is just when a student has excessive or unexcused tardies (2) and more than one absence from this 7-week course.

Course Evaluations/Check-Ins/Self-Reflection

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 and welcomed! Dr. Walters will conduct course “check-ins” via telephone and/or email during the semester to ensure you are progressing with course acquisition and content. In addition, you will share a self-reflection on your participation and engagement of your learning trajectory and development.

**Blackboard Use/Announcements**

The course Announcements and Learning Module (LM) assignments will be delivered online via Blackboard so please familiarize yourself with the content. Announcements will be made by Monday of each week, and several times during the week to ensure content of material is evident. Internet access is therefore essential. Please communicate often via email or telephone should you ever have questions or concerns.

---

**COURSE ASSIGNMENTS/WRITING EXPECTATIONS**

All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. 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**

- **Video Reflections**
  Students are to review the videos as indicated in specific LMs. After reviewing the video, please write a 2 page reflection (not including cover and reference page) related to answering the prompt provided. Submit in BB (unless otherwise specified by Dr. Walters. This is to support inquiry, reflective thinking, and substantiated contextual evidence.

- **Classroom Attendance and Participation (CAP)**
  This class meets seven times unless otherwise stated, so attendance is imperative. Students are expected to come to class prepared to discuss the assigned readings and participate in either whole class or peer activities.

- **Inquiry Based Paper (see Educational Organizations)**
  Length: 5–7 pages minimum (not including cover and reference). Students are to select and investigate one educational organization from the list provided below*. For the organization selected and 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. Finally, as an emerging leader, how might you use the organization to support access, equity, and cultural support to all learners? Please use APA format and share any notable references. No Wikipedia references, please.
• **Final Exam**
The final exam will be taken online and covers cumulative information for all LMs discussed. An in-class review will be covered as well as opportunities to ask additional questions. This is an honor policy test which means students will follow the UST Academic Integrity Policy.

---

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 an 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.

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.

**Course Writing: APA Format/Structure/Mechanics/Content Expectations**

Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing. Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

** The number of points deducted for each additional error will be left to the discretion of the professor.
EDUC 5303 Cultural Foundations uses a Freirian model as its pedagogy. The methods of instruction include a conglomeration of methods. Lecture will be engaging and indicative of scholarly, advanced graduate studies. 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. Your professor, school district, and fellow classmates bring to the class questions, experiences and concerns about the various components of culture, equity, and access. These areas are discussed in class and also included are lectures, case studies, and practical experiences within your profession, small group discussions, and examinations. Your professor believes that graduate students should be involved in classroom instruction and see the classroom as a medium of interactions between and among students.

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. Chapter content, class discussion and broad reading will serve as a basis for providing information for examinations.

During some class sessions, students will be asked to conduct thoughtful discussion and/or written analysis of assigned material and/or issues with their peers. At other times, students will be assigned application exercises, either in their school setting or in class sessions. Such
activities provide opportunities to practice leading others (as you would lead a faculty or within other applicable areas), in discussions and activities that could be valuable to teaching and student learning. Consider carefully how to focus on significant elements, maintain the interest of the group, and to promote learning.

**Master's Level Work** is substantively and qualitatively more complex than Bachelor's 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.

**STUDENT ACCOMMODATIONS**

If you have a documented disability or need additional learning accommodations, please contact Dr. Walters to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services in Crooker Center. This office can be reached at 713.525.6953.

**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 and Social Services 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.
Academic Integrity is the most important quality for success in this class and in the School of Education and Human Services 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.

ADDITIONAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners
As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct
All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. Plagiarism is taking credit
for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. 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 must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

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 quote all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education and Human Services. 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 failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Things to keep in mind:

- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the *Publications Manual of the American Psychological Association, 6th Edition* (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. All assignments not proofread will be penalized with point deductions. A condensed version of most commonly used APA styles can be retrieved from [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

- Please purchase a dictionary, thesaurus, and utilize multiple sources of scholarly knowledge as we engage in such studies.

- While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:
  - Papers should be word processed.
  - Title page with running heads.
Center the title two lines below the date. (A title may be optional.)

The body of the paper should be double-spaced.

The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.

Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.

Insert the page number in the upper right hand corner, beginning on the second page.

If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from *Writing for Thinking*) or this website: http://webster.commnet.edu/apa/apa_index.htm

Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling, and other editing issues. Papers with frequent mechanical issues (2 or more) may not pass, regardless of content.

If the assignment calls for you to write 5-7 pages, writing 3 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Ask for help and communicate concerns or questions when necessary! I am so happy to help and support you.

**CHECKING YOUR WORK**

*Turnitin.com:* Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

*Smartthinking:* Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.
FORMAT FOR WRITTEN ASSIGNMENTS
All written assignments except those done in class should be in APA style, typed and double-spaced, Times, 12 font.

All papers should be submitted indicating the following on your title page:
- Title page with Running head
- Student’s name
- Title of assignment
- Course name/section
- Instructor’s name
- Date of submission

All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. It is the student's responsibility to make the contact. Unless this is done, late papers will not be accepted.

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.
Course Schedule and Instructional Focus*

*Please note: Dr. W retains the right to make revisions when necessary to the instructional focus and schedule where needed. All reflections are at least 2 pages (not including cover and reference page).

Quality Enhancement Statement/Motto: “Think Well, Write Well!”

<table>
<thead>
<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Learning Module</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Chapter 1 The History and Political Goals of Schooling | 1               | Review the Course Orientation Activities  
Syllabus Review  
Read Chapter 1, The History and Political Goals of Schooling (In Class)  

**Chapter 1 Video: What is 21st Century Education?**  
Video Reflection - The world is constantly changing. From other countries to jobs, both futuristic and obsolete, the world continues to change even as you read this sentence. Are we preparing students for the 21st Century? Do we as professionals have skills students need? What are your thoughts from the video? How does this information correspond with The History and Political Goals of Public Schooling?  
(Due by 2/1/2017 - submit in BB)  
Read Chapter 2, The Social Goals of Schooling (In class) |
|       | Chapter 2 The Social Goals of Schooling     | 2               |                                                                                                                                                                                                            |
Read article: *Rich School, Poor School*. Discuss in class and e-mail reflections to Dr. W.  
(*LM 1, Video Chapter 1 Due Today!) |

16
| Week 3  | Feb 8, 2017 | Chapter 5  
Equality of Educational Opportunity: Race, Gender, and Special Needs | 5 | Read Spring Chapter 5, Equality and Educational Opportunity: Race, Gender and Special Needs  
**Chapter 5 Video: An Education in Equality**  
**Video Reflection:**  
Reflection People may say they are color blind, but this does not exist as we see color, we see gender, we see wealth and poverty, etc. In this case, this student can be considered a 'have' in a prestigious school, but the majority of students we serve are typically the 'have nots.' How can education in equality become a reality when race, culture, gender, and SES are always perceived and scrutinized and not always for the better of society?  
(Due 2/8/2017-Submit in BB)  

Chapter 6  
Student Diversity | 6 | Read Spring Chapter 6, Student Diversity.  
**Chapter 6 Video: The Changing Face of America**  
**Video Reflection:**  
Change is painful and inevitable for many. Diversity is inevitable and not always an easy transition as races and cultures clash. As human beings, we need to be cognizant that Difference does not mean Deficient but rather it is just a different way of being, looking at the world and simply stated: different! Different is not bad. Diversity in our schools, communities, religious places, etc. is coming; it is here. Why is it important to face the inevitable now instead of later? How does holding on the past that is changing daily of benefit for any society?  
(Due 2/8/2017-Submit in BB)  

| Week 4  | Feb 15, 2017 | Chapter 7  
Multicultural and Multilingual Education | 7 | Read Spring Chapter 7, Multicultural and Multilingual Education.  
**Chapter 7 Video: Unity in Diversity**  
(Be prepared to discuss in class).  

<p>| 17 |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Chapter 9 Power and Control at the State and National Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 22, 2017</td>
<td>Read Spring Chapter 9 Power and Control at the State and National Levels. Read power point: The Ethics of High Stakes Testing</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 9 Video: High Stakes Testing</strong> Video Reflection: Tests or testing should be used for diagnostic purposes to take a student where he/she is at and move him/her to the level he/she should be. Does testing really tell educators and parents how well their students are doing in school? Are tests designed to keep people ignorant and learn only certain things? How accurate are these tests results? (Due 2/22/2017 - Submit in BB)</td>
</tr>
<tr>
<td></td>
<td>Read Spring Chapter 10, The Profession of Teaching.</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter 10 Video: Why Education in Finland Works</strong> Video Reflection: Teaching is a profession. Teachers need to be treated with respect and seen as professionals. Some do need professional development, but most teachers work hard and want to make a difference. After watching this video and based on what you read in the Spring book, what are some things to reflect on you could walk away in your daily practice (Due 2/22/2017 - Submit in BB)</td>
</tr>
</tbody>
</table>
| Week 6 | March 1, 2017 | Chapter 11 Globalization of Education Final Exam Review | 11 | Read Spring Chapter 11 “Globalization of Education”
| Chapter 11 Video: Globalization and Education (Be prepared to discuss in class). |
| Week 7 | March 8, 2017 | Final Exam | Final Exam (Taken Online) will open 3/8–3/13 closes at midnight. |