

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MDSK 4-9-2010

Proposal Title MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education

Originating Department Department of Middle, Secondary, and K-12 Education (MDSK)

TYPE OF PROPOSAL: UNDERGRADUATE GRADUATE UNDERGRADUATE & GRADUATE
 (Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/2/10	11/2/10	11/2/10	Approved	<u>DEPARTMENT CHAIR</u> <i>[Signature]</i>
11/2/10	11/2/10	11/2/10	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>[Signature]</i>
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education) <u>NA</u>
11-2-10	11-5-10	11-5-10	Approved	<u>COLLEGE DEAN</u> <i>[Signature]</i>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
11-9-10	12-7-10	12-10-10	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) <i>[Signature]</i>
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

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UNC CHARLOTTE
College of Education

New Graduate Course Curriculum Proposal

Course and Curriculum Proposal from:
Department of Middle, Secondary, and K-12 Education

Proposal Number:
MDSK 4-9-10

Creation of a new graduate course in the
M.Ed. in Middle Grades and Secondary Education
MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education

New Course Merges two existing courses:
MDSK 6150 and MDSK 6356

Date Submitted: September 28, 2010

Submitted by: Tina Heafner, Ph.D.

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UNC CHARLOTTE

Proposal Number: MDSK 4-9-2010

Proposal Title MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education

Originating Department Department of Middle, Secondary, and K-12 Education (MDSK)

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad Council)

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			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
			Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY AND CATALOG COPY.

The Department of Middle, Secondary and K-12 Education proposes to create a new course: MDSK 6156 by merging two existing courses: MDSK 6150 and MDSK 6356.

MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education (3). This course merges curriculum and learning theory to examine contemporary issues in education. Drawing from the field of curriculum studies, attention is given to historical roots of curriculum and important theorists, educational reform and the change process, as well as global comparisons among American and international educational systems. In addition, this course approaches learning theory associated with information processing, personal, social, and behavior models as the foundation of current content area instructional methodology. (*Fall*) (Evening)

B. JUSTIFICATION.

The merger of MDSK 6150 Models of Teaching and MDSK 6356 Curriculum Studies reflects the department's decision to streamline the M.Ed. program. The content of these courses are related and provide a context for examination of curriculum context moving from broad national, state and theoretical issues to the intimacy of curriculum applications in the classroom. The merger of these two courses creates a more contemporary approach to the education of today's adolescent learners and examination of the needs of 21st century schools. Important elements of advanced models for teaching and curriculum issues are addressed with emphases on changes necessitated as an outcome of urbanization, globalization, and the dynamics of student cognitive and cultural diversity.

Feedback from current students, graduates of the program, and school partners provided evidence of the need for this change to address more contemporary curriculum and schooling issues, while emphasizing important curricular elements to be retained such as research-based models of teaching and adolescent learning.

This new course brings together current issues in education related to policy decision-making at the macro and micro levels. It draws upon a historical examination of curriculum theory to explore the organization of schooling and conceptualizations of education in the form of educational policy and curriculum mandates. The course compares the structure of American educational system to other countries to frame the challenges of global dynamics of schooling in the 21st Century. Next, connections are made to the diversity of American classrooms and curriculum shifts to models for teaching and learning. A primary task of teachers is to equip themselves with a variety of teaching models that they can use for different purposes, to adapt for different learners, and to combine artfully to create classrooms and learning communities of variety and depth. This work requires clarity about what model exists, the theories that inform and shape these models, what the models can accomplish, how different students react to them, and research on the effectiveness and utility of various models.

C. IMPACT.

1. Graduate students enrolled in the M.Ed. in both middle grades and secondary tracks will take this course as a required course. The course is to be taken early in the program of study and is recommended within the first two to three semesters of graduate coursework.
2. The course merges two previously required courses of MDSK 6356 Curriculum Studies and MDSK 6150 Models of Teaching.
3. It will be taught once a year in the fall semester.
4. Enrollments in MDSK Curriculum Studies and MDSK 6150 will be significant reduced as this course is intended to consolidate graduate students and replace these course.
5. The course was taught as pilot in fall 2010 under a department topics number MDSK 5000. Enrollment during the fall of 2010 is 16 graduate M.Ed. students.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none," and explain how this determination was made.

6. Personnel

a. No new requirements are needed. Dr. Tina Heafner developed this course and is slated to teach it annually. Other faculty members qualified to teach the course include: Dr. Adam Harbaugh, Dr. Dan Saurino, and Dr. Diana Dagenhart.

7. Physical Facility: This course is to be delivered online. There is also the option of teaching the course on campus if program enrollment increases. There are adequate facilities for teaching this course and no special room requirements are needed.

8. Computer, Equipment and Supplies: A computer, internet access, headset, microphone and webcam are needed for course delivery through Moodle and Wimba. All are available and no new purchases are required.

9. Audio-Visual, Other Resources, Other Funding

None. All materials are web-based.

E. CONSULTATION WITH OTHER DEPARTMENTS, LIBRARY OR COMMITTEES:

All consultations must be completed and attached before the proposal is sent to the College Curriculum Committee and the College Dean.

1. GENERAL EDUCATION REQUIREMENTS:

a. Is the proposed changed related to General Education Requirements?
_____ Yes No

b. If Yes, please attach the approval letter from the Dean of the University College.

2. LIBRARY CONSULTATION:

a. Does the proposed change include a new course?
 Yes _____ No

HOWEVER, the course merges two existing courses.

b. Library resources are already available for the two courses (MDSK 6356 and 6150) that this new course replaces.

To: Tina Heafner, Dept. of Middle, Secondary & K-12 Education

From: Judy Walker, Education/Curriculum Materials Librarian

Date: 10/15/10

RE: Consultation on Library Holdings

Course/Program: MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker

Date: 10/15/10

Please Check One:

Holdings are superior _____

Holdings are adequate X

Holdings are adequate only if Dept. purchases additional items. _____

Holdings are inadequate _____

Comments:

Since this is a proposal to combine two existing courses, which the library is already supporting, there is not problem with supporting this course.

3. INITIATION AND CONSIDERATION OF THE PROPOSAL AND CONSULTATION WITH OTHER

DEPARTMENTS:

a. Does the proposed change affect other departments?

_____ Yes x No

b. Originating Unit

Departmental proposal was approved in April 9, 2010 by an unanimous vote of all faculty.

Program revisioning changes to the M.Ed. program were submitted for NCDPI state level approval in May 2010. Program approvals include unanimous support for the creation of this new course to replace MDSK 6356 and 6150.

III. ATTACHMENTS: FOLLOWING DOCUMENTATION

1. For graduate courses attach, a course outline and syllabus.



Course Outline
New Graduate Course

COURSE NUMBER MDSK 6156 CREDIT HOURS 3 Hours

COURSE TITLE Curriculum, Teaching, and Contemporary Issues in Education

CATALOG DESCRIPTION

- **MDSK 6156 Curriculum, Teaching, and Contemporary Issues in Education (3).** This course merges curriculum and learning theory to examine contemporary issues in education. Drawing from the field of curriculum studies, attention is given to historical roots of curriculum and important theorists, educational reform and the change process, as well as global comparisons among American and international educational systems. In addition, this course approaches learning theory associated with information processing, personal, social, and behavior models as the foundation of current content area instructional methodology. (*Fall*) (Evening)

COURSE PREREQUISITES none COURSE COREQUISITES none

COURSE RATIONALE

- The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? In this course we will explore teaching, learning theory, curriculum theory, and instructional practice and its relation to contemporary education and student learning. This course addresses at least two of the North Carolina Standards for Graduate Teacher Candidates that lead to advanced teacher licensure: instructional expertise, and connecting subject matter and learners. Emphasis is placed upon analysis of conflicting definitions, theoretical and conceptual frameworks, curricular sources, and the role(s) of the teacher within often-confusing and multi-faceted curricular/instructional systems. This course provides students who are currently teachers and school administrators with a repertoire of models of teaching that are based on research of “best practices” and congruent with current national “school reform” efforts. These methods focus on building a community of learners who are critical and creative thinkers and who possess the ability to learn basic skills and information. As students study various models, they should examine how these models fit into the recent reform proposals, accountability, testing, and evaluation. The course also provides teachers who will remain in the field as instructional leaders with tools to be used in staff development as they work with teachers involved in school reform, introducing teachers to the models of teaching and providing them with tools for on-going self-analysis and reflection.
- This course provides foundational knowledge in curriculum and learning theory will be taken as one of the early courses in the M.Ed. program of study for both Middle Grades and Secondary tracks.

CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS:

- Excellent professionals possess a comprehensive knowledge base that comprises conceptual knowledge, pedagogical knowledge, and reflective knowledge. Conceptual knowledge is knowledge about the content, domains, topics, or subjects that are taught in the student's area of licensure. Pedagogical knowledge is "how to teach" knowledge. Pedagogical knowledge entails knowledge of the method of teaching. Reflective knowledge is knowledge that enables cogent evaluation of teaching practice, including self-appraisal. Excellent professionals understand how to blend these types of knowledge in actuating teaching and learning in positive ways. Excellent professionals make connections between the knowledge base and the uses of this knowledge. Two particular uses of knowledge are emphasized within the teacher education programs at UNC Charlotte. First, UNC Charlotte teacher education students use knowledge to respond effectively to individual student needs. Secondly, they use knowledge to provide effective leadership in the profession, both in and outside the classroom. These uses of

knowledge inform and advance the development of the knowledge base for teacher education. The effective interaction of the types of knowledge and these uses of knowledge result in an excellent professional.

- The UNC Charlotte community charged with the preparation of teachers, including the College of Education and the College of Arts and Sciences and their respective departments, contribute to the knowledge base through course instruction and other worthy experiences. In summary, UNC Charlotte develops excellent professionals who are knowledgeable teachers, effective practitioners, reflective teachers, leaders in the profession, and responsive teachers.
- **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK AND MDSK 6156 CONNECTIONS:** The middle and secondary education programs are built on a conceptual framework of principles and characteristics identified with effective teachers. In this course, a number of activities directly reflect elements of the conceptual framework. The characteristics of excellent professionals who graduate from UNC Charlotte are:
 - Knowledgeable
 - Effective
 - Reflective
 - Responsive to Equity/Diversity
 - Collaborative
 - Leaders

These characteristics are measured by the following links to course content as defined in the course objectives.

COURSE OBJECTIVES

Upon completion of the course, candidates will be able to:

1. Understand the field of curriculum as it pertains to political issues, history, theory, planning and development, implementation, and evaluation (NCPTS I-V; NBPTS 1, 3, 4; CF all)
2. Understand the complexities of making curricular changes and how these may impact a school/community (NCPTS I-V; NBPTS 1, 4, 5; CF all)
3. Understand the process of school improvement and curricular reform (NCPTS I-V; NBPTS 1-5; CF all)
4. Understand the implications of curriculum in the broader global society (NCPTS I-V; NBPTS 1-5; CF all)
5. Describe various models of teaching intended to accomplish a range of curricula goals pertinent to current national school reform movements in the United States. This description will include the syntax, social system, principals of reaction, support systems, and instructional and nurturing effects of each model. (NCPTS III; IV); (NBPTS Prop 2; 4) (CF – KT)
6. Choose models of teaching that are consistent with the goals of their particular classroom reform project and their population of contemporary learners and articulate how these models fit into their curriculum and teach 21st knowledge, skills, and dispositions. (NCPTS II; IV); (NBPTS Prop 1; 3); (CF – EP)
7. Describe the research base upon which different models of teaching rest. (NCPTS IV); (NBPTS Prop 4); (CF – KT)
8. Build a learning community in which all learners have an equal opportunity to successful learning with regard to race, gender, socioeconomic background, culture, or handicapping conditions. (NCPTS II); (NBPTS Prop 1; 2); (CF – ResT)
9. Plan for and implement various models of instruction that fit into a particular subject matter program and the needs of student populations. (NCPTS II; III); (NBPTS 2); (CF – EP; ResT)
10. Design effective evaluation appropriate for assessing the effectiveness of each model of instruction. (NCPTS IV); (NBPTS Prop 4); (CF – KT; EP)
11. Analyze, reflect on, and critique their curriculum, teaching, and contemporary students to create an effective professional learning community for themselves and their colleagues supportive of 21st Century learning. (NCPTS I; V); (NBPTS Prop 5); (CF – ResT; RfIT)
12. Design a plan for building a community of professional educators who will teach and coach each other to facilitate the implementation of the models of instruction, curriculum philosophies deemed most appropriate for a school reform effort in a globally dynamic educational community. (NCPTS I); (NBPTS Prop 5); (CF – EP; ResT; CP)

NCPTS = North Carolina Professional Teaching Standards

NBPTS = National Board for Professional Teaching Standards

CF - Conceptual Framework

- KT - Knowledgeable Teachers
- EP - Effective Practitioners
- RfIT - Reflective Teachers
- LTP - Leaders in the Profession
- ResT - Responsive Teachers

- CP – Collaborative Practitioners

Masters candidates in this course are expected to *reflect the knowledge, skills and dispositions necessary to help all students learn.*

As well, upon completion of the course, the successful graduate student will be able to demonstrate the characteristics of the Master Teacher described in each of the five goal areas of the Advanced Masters Degree Program:

Goal 1 TEACHERS LEADERSHIP

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Goal 2 RESPECTFUL EDUCATIONAL ENVIRONMENT

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Goal 3 CONTENT AND CURRICULUM EXPERTISE

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Goal 4 STUDENT LEARNING

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base..

Goal 5 REFLECTION

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

INSTRUCTIONAL METHODS

- This is a 100% online course with both asynchronous assignments and weekly synchronous class meetings. This course includes reflective and responsive writings as well as deliberative and democratic discourse on key writings of leading curriculum theorists since the inception of curriculum studies. Assigned readings in required course texts provide the foundation for a collective dialogue to critically examine historical and contemporary curriculum issues. For weekly readings students are expected to write a critique that effectively articulates thoughtful and critical reflections on the assigned reading and to dialogue with peers in synchronous class meetings. Weekly readings are accompanied by asynchronous tasks outlined in 13 course modules to help students examine and reflect on contemporary issues. Completing the readings for each class is of central importance. The quality of each class will depend, to a large extent, on preparation and leadership in evaluating course content. Active participation in class discussions and activities is expected. Active engagement in class means expressing independent thoughts and listening to those of others, engaging in respectful dialogue with peers, making recommendations for further reading on a course topic, and being willing to challenge and to be challenged by the important ideas of this course.
- For this second part of the course, we will examine applications of effective teaching models. The virtual (synchronous) class meetings will include assigned chapter readings and student presentations of methods of teaching. Chapters in each part of the *Models of Teaching* text will be divided among students who will be expected to learn, understand and present curricular applications of the assigned models. Expectations are outlined in Moodle. Modules 9 through 12 focus on each family of models. In each of these modules, Models of Instruction are studied more in-depth. These are introduced as components of four families, (purpose and syntax) each of which focuses on a different aspect of learning while sharing the basic purposes of “increasing capacity for self-education and the personal construction of knowledge” (Joyce & Weil). Each module contains chapter readings. In addition, you will be assigned a chapter for developing a virtual class presentation in Wimba. This portion of the course focuses on developing a community of professional educators who are interested in coaching each other as they expand their teaching repertoires. You will explore more fully the idea focusing on the models of instruction introduced in the course as part of professional development, which primarily focuses on enhancing teachers’ self-analysis of and self-reflection on their own practices. Your chapter presentation will define the model, explain the model syntax, and provide curricular applications.
- Module 13 presents information on contemporary issues and students including the individual differences, diversity and curriculum needs. The complexity of contemporary schools poses new challenges for educators. Module readings are part six of Models of Teaching. This module culminates an extensive study of curriculum, teaching, and contemporary students. For the final exam, you will compile your thoughts about these themes in a summative paper which examines contemporary educational issues and poses strategies as well as models for teaching and learning to address these challenges of American schools. Consider the questions posed throughout the course: those within modules, raised by peers, and through your own reactions to readings. Compose your educational philosophy of teaching and learning or your theoretical stance on curriculum. Be sure to include applications of theories discussed in Models of Teaching.

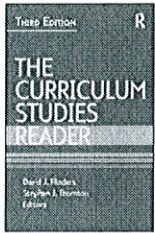
COURSE CONTENT

To examine past and present issues in curriculum and teaching, we will turn to the course texts and selected articles. We will begin developing our conceptual framework through a study of curriculum using Wayne Au's text *Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing* and David J. Flinders and Stephen J. Thornton's *The Curriculum Studies Reader*.

Assigned readings in required course texts provide the foundation for a collective dialogue to critically examine historical and contemporary curriculum issues. Each week you will have selected readings. You will be expected to write a critique that effectively articulates your reflections on the assigned reading and to dialogue with peers in synchronous class meetings. Weekly readings are accompanied by asynchronous tasks outlined in the course modules to help you digest and reflect on contemporary issues. Completing the readings for each class is of central importance. The quality of each class will depend, to a large extent, on your preparation and leadership in evaluating course content. Active participation in class discussions and activities is expected. Active engagement in class means expressing your own thoughts and listening to those of others, engaging in respectful dialogue with classmates, making recommendations for further reading on a course topic, and being willing to challenge and to be challenged by the important ideas of this course. Readings and course content are sequenced as follows.

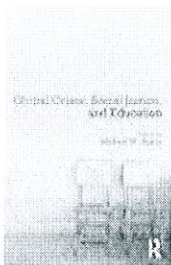
Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing offers a novel framework for thinking about how curriculum relates to student understanding of the world around them. Here, author Wayne Au draws heavily upon critical traditions within curriculum theory, feminist theory, and teaching and learning to develop a "critical standpoint theory" for understanding how the orientation of school curriculum relates to the development of student consciousness. Using

evidence from struggles over standards, high-stakes testing, textbook adoptions, and the politics of classroom practice, the work done in *Critical Curriculum Studies* will help educators and educational theorists better understand how the politics of knowledge, as well as social relations, are embedded within the very structure of curricular knowledge itself as part of the environmental design of classrooms. In the process, *Critical Curriculum Studies* also explains how such curricular structures relate to "critical consciousness" – a concept that has been of significant debate within education.



David J. Flinders and Stephen J. Thornton bring together the best scholarship in curriculum studies. From John Dewey's nineteenth-century creed to Nel Noddings' twenty-first century aims, this thoughtful combination of new and timely essays provides a complete survey of the discipline coupled with concrete examples of innovative curriculum and an examination of contemporary topics. This text includes historical and contextual pieces from Maria Montessori and Jerome Bruner, and a thoroughly updated collection of contemporary selections, reflecting issues such as standardization, high-stakes testing, and globalization. It is carefully balanced to engage with the history of curriculum studies while simultaneously looking ahead to its future, *The Curriculum Studies Reader* continues to be the most authoritative collection in the field.

Our study of curriculum would be incomplete without an analysis of contemporary society. The 21st Century is characterized by the availability of a plethora of information and community that no longer is defined by political borders. Technology has created a flat world (according to Thomas Friedman) in which people and countries are globally dependent upon others. This new world economy brings about issues in education not experienced before. Thus, in our seventh module, we will use Michael W. Apple's *Global Crises, Social Justice, and Education* to explore current and future challenges of education in a global society.



Education cannot be understood today without recognizing that nearly all educational policies and practices are strongly influenced by an increasingly integrated international economy. Reforms in one country have significant effects in others, just as immigration and population tides from one area to another have tremendous impacts on what counts as official knowledge and responsive and effective education. But what are the realities of these global crises that so many people are experiencing and how do their effects on education resonate throughout the world?

Global Crises, Social Justice, and Education looks into the ways we understand globalization and education by getting specific about what committed educators can do to counter the relations of dominance and subordination around the world. From some of the world's leading critical educators and activists, this timely new collection provides thorough and detailed analyses of four specific centers of global crisis: the United States, Japan, Israel/Palestine, and Mexico. Each chapter engages in a powerful and critical analysis of what exactly is occurring in these regions and counters with an equally compelling critical portrayal of the educational work being done to interrupt global dominance and subordination. Without settling for vague ideas or romantic slogans of hope, *Global Crises, Social Justice, and Education* offers real, concrete examples and strategies that will contribute to ongoing movements and counter-hegemonic struggles already active in education today.

To culminate our examination of curriculum studies, we will explore praxis as a way to transform curriculum and apply new ways of thinking about contemporary studies and issues. Bruce Joyce, Marsha Weil and Emily Calhoun present models of best pedagogical practices. The seventh edition of *Models of Teaching* is written to be the core of the theory/practice aspect of the K-12 teacher education program. Widely considered to be the classic models text in the field, the Seventh edition covers the rationale and research on the major models of teaching and applies the models by using scenarios and examples of instructional materials. These models have shown to accelerate student learning and act as lifelong learning tools. Because it deals with the major psychological and philosophical approaches to teaching and schooling, *Models of Teaching* provides a direct link between educational foundations and student teaching. Therefore, the book can provide substantial support to programs taking a "reflective teaching" or constructivist approach. In this age of school reform, educators are searching for the best programs and practices that show strong evidence of positive effects on student achievement. *Models of Teaching* has been and continues to be of great interest to these educators because research on the use of various models of teaching and the positive changes in student achievement are well documented in this classic text.



For this second part of the course, we will examine applications of effective teaching models. The virtual (synchronous) class meetings will include assigned chapter readings and student presentations of methods of teaching. Chapters in each part of the *Models of Teaching* text will be divided among students who will be expected to learn, understand and present curricular applications of the assigned models. Expectations will be outlined in weekly class information in Moodle.

MDSK 6156: Curriculum, Teaching, and Contemporary Issues in Education

**Pilot Semester Fall 2010
(Taught as MDSK 5000)
Course Class Meetings and Assigned Readings**

Weekly Synchronous Class Meetings
Mondays 7:00 PM to 9:00 PM
Facilitated using Wimba, virtual class link available in Moodle
Required for participation: Webcam, USB Headset & Microphone

Date Fall 2010	Topic	Readings
August 23	Module 1: Introduction to Teaching, Curriculum, and Contemporary Students	Current News: Texas and North Carolina articles Navigating the Wimba online learning environment and class website in Moodle
August 30	Module 2: Curriculum Studies and Contradictions: The Product of Historical Conditions	<i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 1--Introduction: Contradiction in Curriculum Studies <i>The Curriculum Studies Reader</i> Part One: Looking Back: A Prologue to Curriculum Studies
September 6	Labor Day Holiday No Class Meeting	
September 13	Module 3: In Search of a Definition: The Evolving Role of Curriculum, Change, and Reform in Education	<i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 2-- In Search of a Definition: Understanding Curriculum as Environmental Design <i>The Curriculum Studies Reader</i> Part Two: Curriculum At Education's Center Stage
September 20	Module 4: Education and the Politics of Knowing: Sociocultural and Personal Dimensions of Curriculum	<i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 3-- Education and the Politics of Knowing: Consciousness and Standpoint in the Curriculum <i>The Curriculum Studies Reader</i> Part Three: Reconceptualizing Curriculum Theory
September 27	Module 5: Politics of Curriculum and Contemporary Issues	<i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 4-- Defining the Horizons: Textbooks, Policy, and the Politics of the Curriculum <i>The Curriculum Studies Reader</i> Part Four: After a Century of Curriculum Thought: Change and Continuity 22. The Four R's—An Alternative to the Tyler Rational, <i>William E. Doll Jr.</i> 23. Generational Ideas in Curriculum: A Historical Triangulation, <i>Peter S. Hlebowitsh</i> 24. High-Stakes Testing and Curriculum Control: A Qualitative Metasynthesis, <i>Wayne Au</i> 26. Outside the Core: Accountability in Tested and Untested Subjects, <i>Leslie Siskin</i> 27. What Does it Mean to Say a School is Doing Well? <i>Elliot W. Eisner</i>

<p>October 4</p>	<p>Module 6: Critical Consciousness and Classroom Practice</p>	<p><i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 5-- Educating for Critical Consciousness: Curriculum and the Politics of Classroom Practice</p> <p><i>The Curriculum Studies Reader</i> Part Four: After a Century of Curriculum Thought: Change and Continuity 21. HIV/AIDS Education: Toward a Collaborative Curriculum, <i>Jonathan Silin</i> 25. Standardizing Knowledge in a Multicultural Society, <i>Christine Sleeter and Jamy Stillman</i> 28. Subtractive Schooling, Caring Relations, and Social Capital in the Schooling of U.S.-Mexican Youth, <i>Angela Valenzuela</i> 29. Teacher Experiences of Culture in the Curriculum, <i>Elaine Chan</i> 30. Silence on Gays and Lesbians in Social Studies Curriculum, <i>Stephen J. Thornton</i> 32. Gender Perspectives on Educating for Global Citizenship, <i>Peggy McIntosh</i></p>
<p>October 11</p>	<p>UNCC Fall Break No Class Meeting</p>	
<p>October 18</p>	<p>ETS Symposium in DC Reducing the Achievement Gap</p> <p>Module 7 Part I: Much Changes while Staying the Same</p>	<p><i>Critical Curriculum Studies: Education, Consciousness, and the Politics of Knowing</i> Chapter 6-- Conclusion: Bringing the Critical back into Curriculum Studies</p> <p><i>The Curriculum Studies Reader</i> Part Four: After a Century of Curriculum Thought: Change and Continuity 31. Curriculum and Teaching Face Globalization, <i>David Geoffrey Smith</i> 33. The Classroom Practice of Commons Education, <i>C. A. Bowers</i> 34. The Aims of Education, <i>Nel Noddings</i></p> <p><i>Global Crises, Social Justice, and Education</i>-Michael W. Apple Chapter 1: Global Crises, Social Justice, and Education Chapter 6: Afterword on Global Crises, Social Justice, and Education</p>
<p>October 25</p>	<p>Module 7 Part II: Rethinking Critical and Contemporary Issues in a Flat World</p>	<p><i>Global Crises, Social Justice, and Education</i> Assigned Jigsaw Readings</p> <p><i>JIGSAW Reading & Chapter Discussions</i> Chapter 2: New Literacies and New Rebellions in the Global Age -Ross Collin and Michael W. Apple Chapter 3: From the Conservative "Coup" to the New Beginning of Progressive Politics in Japanese Education -Keita Takayama Chapter 4: Israel/Palestine, Unequal Power, Power, and Movements for Democratic Education -Assaf Meshulam and Michael W. Apple Chapter 5: Popular Education Confronts Neoliberalism in the Public Sphere: The Struggle for Civil Society in Latin America -Erika Mein and Jen Sandler</p>
<p>November 1</p>	<p>Module 8: Introduction to Models of Teaching</p>	<p><i>Models of Teaching</i> Part One Chapters 1-4</p>

November 8	Module 9: The Information-Processing Family	<i>Models of Teaching</i> Part Two Chapters 5-7 Chapter/Model Presentations
November 15	Module 9: The Information-Processing Family continued	<i>Models of Teaching</i> Part Two Chapters 8-10 Chapter/Model Presentations
November 22	Module 9: The Information-Processing Family continued Module 10: The Social Family of Models	<i>Models of Teaching</i> Part Two Chapter 11 Chapter/Model Presentations <i>Models of Teaching</i> Part Three Chapters 12-13 Chapter/Model Presentations
November 29	Module 11: The Personal Family of Models	<i>Models of Teaching</i> Part Four Chapters 14-15 Chapter/Model Presentations
December 6	Last Class Meeting Module 12: The Behavioral System of Models	<i>Models of Teaching</i> Part Five Chapters 16-18 Chapter/Model Presentations
December 12	Final Exam Module 13: Individual Differences, Diversity and Curriculum	<i>Models of Teaching</i> Part Six Chapters 19-22 Educational Philosophy of Teaching and Learning <i>or</i> Theoretical Stance on Curriculum Paper

ILLUSTRATIVE COURSE ACTIVITIES

Reading Responses, Moodle Posts, and Synchronous Class Discussion

Assigned readings in required course texts provide the foundation for a collective dialogue to critically examine historical and contemporary curriculum issues. For this week's readings, you will write a critique that effectively articulates your reflections on the assigned reading and to dialogue with peers in our scheduled synchronous class meeting. Post reading responses in Moodle. Use the following format for your research response.

Reading Responses & Moodle Posts

- ❑ For each required reading, students are expected to post in Moodle Discussion Forum 3-5 questions by 9:00 AM the day the texts are due. These questions must thoughtfully reflect student understanding of the module topic, demonstrate critical thinking about the ideas presented, and effectively analyze module readings. Connections should be made to contemporary issues. Applications of ideas relevant to current educational settings are appropriate.
- ❑ Posts should be comprised of
 - Develop a thoughtful response to the following: How has critical consciousness shaped classroom practice and curriculum theory? How are these views different from prior theorists?

- Address the following questions based on the readings in Module 6: Who defines curriculum? What are the historical forces which have shaped decision-makers thinking about curriculum? Why is curriculum a political issue?
 - 2-4 talking points. These are well developed thoughts that are based on citations and points presented in module readings. Comments should be detailed and well articulated.
 - 1-2 personal questions that were prompted by your reading. You will want to think in terms of what ideas did you contemplate as you read the text as well as contradictions to your experiences and previous knowledge. These are questions such as “I wonder...” or “I wonder why...” or “What if...”
- Talking points and questions will be used to guide our class discussion in our synchronous class meeting.

Completing the readings for each class is of central importance. The quality of each class will depend, to a large extent, on your preparation and leadership in evaluating course content. Active participation in class discussions and activities is expected. Active engagement in class means expressing your own thoughts and listening to those of others, engaging in respectful dialogue with classmates, making recommendations for further reading on a course topic, and being willing to challenge and to be challenged by the important ideas of this course.

History of Curriculum Development Activity Final Edits

The ideas and writings of these bulwarks of curriculum, progressive thinkers, reconceptualists, and theorists were influenced by the world in which they lived and the educational practices of the time. The events and philosophies of social thought impacted the authors ideologies and conceptualizations of education and curriculum. To frame the context of their work, position these authors and their views in history and in curriculum history. Define the roots of ideas such as tracking, standardization, educational testing, and civic education. Construct a timeline for the historical development of curriculum in America. Include as many relevant details as you can. Also, identify connections between historical events and identify the impact(s) they had on subsequent events. Use information learned in Modules 1-3, you created as a starting point for your timeline research. However, your work was not complete. You were to continue your timeline research and development based on information learned in Modules 4-6. Your complete timeline is to be submitted as your mid-term for this course as part of Module 6. Post either your completed timeline or URL in the Moodle discussion forum for the timeline activity prior to the scheduled class meeting.

Rethinking Critical and Contemporary Issues in a Flat World

For this task, we will divide the chapters of Michael Apple's text and will conduct a Jigsaw reading and discussion. I have provided information describing Jigsaw as model for discussion. There will be four chapter groups and four home groups. You will be expected to read only one chapter. You will work with other peers to discuss your assigned chapter so that you can be chapter experts. Then you will share as experts what you have learned in your home groups. Home groups will have representatives from each chapter. When our dialogue is complete, you will have a good understanding of education and curriculum in the United States, Japan, Israel/Palestine, and Mexico.

From your chapter reading, formulate a thoughtful and well articulated response to the following questions. Be sure to distinguish important attributes of your case study country/countries.

- What are contemporary educational and curriculum issues of global society?
- What do the realities that make it so hard to change education look like? And, what are the things we as educators and community members can do to alter these realities?
- What are the contemporary crises and their impacts on education? What are ways in which critical and democratic educational and social movements and activists have sought to combat these crises?

Models of Teaching Chapter Presentations & Model Demonstrations

Modules 9 through 12 focus on each family of models. In each of these modules, Models of Instruction are studied more in-depth. These are introduced as components of four families, (purpose and syntax) each of which focuses on a different aspect of learning while sharing the basic purposes of “increasing capacity for self-education and the personal construction of knowledge” (Joyce & Weil). Modules are organized as follows.

Module 9: The Information Processing Family of Models

- The models in this family seek to “increase students’ ability to seek and master information, organize it, build and test hypotheses, and apply what they are learning in their independent reading and writing and their exploration of themselves and the world about them” (Joyce & Weil). The models included in this family are: learning inductively, concept attainment, scientific inquiry, memorization, synectics, and presentations.

Module 10: The Social Family of Models

- Various models of cooperative learning, role playing, and the jurisprudential inquiry model are introduced. These models all encourage students to work together and to understand the viewpoints of others.

Module 11: The Personal Family of Models

- The primary model in this family, Nondirective Teaching, is probably best used in the purest form by middle grades teachers during the advisory period, although nondirective teaching has many other uses. Another model that can easily fit into this family is Shared Inquiry where students and teacher share in exploring the meanings they derive from the examination of topics, concepts, etc. This family focuses on “helping students understand themselves” (Joyce & Weil).

Module 12: The Behavioral Systems Family of Models

- Based on behaviorist learning theory, this family contains models used to teach information and skills as well as to modify the behavior of students. It includes mastery learning, programmed learning, direct instruction, and simulations.

Each module contains chapter readings. In addition, you will be assigned a chapter for developing a virtual class presentation in Wimba. This portion of the course focuses on developing a community of professional educators who are interested in coaching each other as they expand their teaching repertoires. You will explore more fully the idea focusing on the models of instruction introduced in the course as part of professional development, which primarily focuses on enhancing teachers' self-analysis of and self-reflection on their own practices. Your chapter presentation will define the model, explain the model syntax, and provide curricular applications. Presentations will occur on the assigned chapter dates. Detailed expectations for the assignment follow.

Chapter presentations will be divided among class members. Presentations will be in small groups of 2-3. You will be expected to work with peers to develop a virtual presentation in the form of a PowerPoint to be shared with the class on the assigned chapter due date. Virtual class presentations will occur in Wimba. Presenters are expected to have webcams and will be limited to 40 minutes, of which 5 minutes will be used to address class questions. The presentation should include an overview of the model, the history and theory behind model, discussion of the model, various uses of the model (e.g. grade level, subjects, etc.), the model syntax, and a personal interpretation of how the model can be merged with other models. Where applicable your presentation should include a demonstration of the model. A PDF (or Word) handout with detailed information describing each of these elements is expected in addition to the PowerPoint and should be uploaded in Moodle prior to the class meeting. The presentation PowerPoint must also be uploaded in Moodle prior to the class meeting. Work should show evidence of research beyond the text and include a bibliography using APA 6th Edition. As a follow-up to your instructional presentation, you will submit via email (to Dr. Heafner) a written reflection explaining your metacognitive thinking. In your reflections on learning, explain how your presentation demonstrated the model, consider the collective roles of partners, include discussion of your planning experience and research.

Final Readings and Final Exam Paper

Module 13 presents information on contemporary students including the individual differences, diversity and curriculum needs. The complexity of contemporary schools poses new challenges for educators. Module readings are part six of Models of Teaching. This module culminates an extensive study of curriculum, teaching, and contemporary students. For the final exam, you will compile your thoughts about these themes in a summative paper which examines contemporary educational issues and poses strategies as well as models for teaching and learning to address these challenges of American schools. Consider the questions posed throughout the course: those within modules, raised by peers, and through your own reactions to readings. Compose your educational philosophy of teaching and learning or your theoretical stance on curriculum. Be sure to include applications of theories discussed in Models of Teaching.

Educational Philosophy of Teaching and Learning *or* Theoretical Stance on Curriculum Paper

Option A. Educational Philosophy: Students will compose a paper in which you describe your personal educational philosophy and show how it is related to curriculum theory and educational practice discussed in course readings (double-spaced, typed, 4-6 pages).

My evaluation criteria are

- The philosophy is personalized
- The philosophy is coherent and logical, and
- The paper is well thought out and clearly written.

The paper should consider:

- The developmental characteristics of students which provide a basis for administrative leadership,
- Your theory of learning which influences the selection of curriculum,

- The socioeconomic/sociocultural characteristics of your school-community and how these influence what and how one teaches, and
- Curriculum theory

Option B. Theoretical Stance: Curriculum as...:

Describe a theme, image, or metaphor that describes your emerging understanding and view of curriculum. Explore the theoretical implications of your chosen metaphor vis-à-vis curriculum, the role of the curriculum, and the learner through explicit links/connections to course content. This essay should include not only the theoretical strengths of your chosen image of curriculum (as supported through links to course readings, or other readings of curriculum theory), but also the potential difficulties or limitations of your image given other, perhaps even competing theoretical orientations. DO NOT summarize, book report style. Instead, this response paper should center on your thoughts, your insights, your interpretations and your own theory/theories of curriculum as they relate to your reading of researchers' theoretical stance toward theories of curriculum. You may elect to link the content to your own instructional practices. However, stories about your own practices/experiences should be included only insofar as they serve as a jumping-off point for a focused, critical, thought-provoking analysis or interpretation of the text. Citations from the course readings from class related to curriculum theory are expected (double-spaced, typed, 4-6 pages).

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Assignments/Requirements: [expectations for tasks are described in the preceding section]

Curriculum Studies

[Moodle] Weekly Asynchronous Reading Posts	60 points
[Wimba] Weekly Synchronous Active & Quality Participation	60 points
History of Curriculum Timeline [initial post, edit, & mid-term final post]	60 points

Global Issues

<i>Global Crises, Social Justice, and Education Jigsaw</i>	50 points
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Models of Teaching

Family of Models Instructional Presentation	100 points
Weekly Synchronous Active & Quality Participation	50 points

Final Exam

Educational Philosophy of Teaching and Learning or Theoretical Stance on Curriculum Paper	100 points
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Late assignments will be penalized one grade letter per class session after the due date.

Note: All papers and projects will be assessed regarding presentation and accuracy of information and writing. The *Publication Manual of the American Psychological Association (6th ed.)* is the required style of writing and for citation of references within text and in the reference list.

Specific assignment expectations are provided in correlating modules of instruction.

Evaluations of student work will be determined on the quality of all course requirements based on: active participation in the ongoing written and shared course discourse (defined as narration combined with dialogue), personal and collective interpretations of readings, interconnected thinking among common readings, and written and reframed insights gained from both practical and theoretical learning experiences. Work should demonstrate an interaction and dialogue with text, curriculum and learning theorists, peers, and the course instructor. Learning is not predetermined but is the determination of looped and spiral thinking about curriculum, teaching, and contemporary issues in education from the inception of the course to the end. In the Deweyian tradition, the end (or outcome of learning as a result of course assignments) is defined as the beginning of new thinking. Assignments must demonstrate transformative thinking about course topics and educational experiences. Measures of transformative learning are the Four R's: Richness (depth, layers of meaning, multiple possibilities of interpretation), Recursion (iteration, thoughts on thoughts, meaning through reflective interaction), Relations (pedagogical and cultural connections, reframe thinking over time, interconnections between narration and dialogue), and Rigor (mixing of indeterminacy with interpretation, range of possibilities from which actualizations appear, seeking alternatives, relations or connections) (Doll, 1993). Learning in this course will not be a predetermined functionalist end to student understanding of

curriculum and learning theory but the foundation for transformative understanding the forces with which teachers will interact in sphere of education (defined by cultural relativity of self, local, national, international, global, ecological) from hence forward.

Grading Scale:

- A = 432 – 480 points (90%)
- B = 384 – 431 points (80%)
- C = 336 – 383 points (70%)
- U = anything less than 336 points or 70%

Assessment of overall performance in the course is defined as:

An A exemplifies the post-modern, transformative theorist who embodies best practices of learning theories and demonstrates an ongoing discourse for thinking about curriculum and teaching. This is the reformist and advocate for change who seeks new solutions to contemporary issues in education. Work of this theorist is exemplary and transformative; participation is consistently active, well-grounded in theory, thoughtful and meaningful; attendance is prompt and regular; and preparation goes beyond completion of readings and tasks.

A B represents the modernist, critical theorist who embraces industrial functionalism for the reiteration of concepts and ideas presented by curriculum and learning theories. Thinking aligns with articulated goals and reinforces acceptance of current educational processes. Work of this theorist is satisfactory; participation is sporadically active, linked to theory, demonstrates some thought and efforts to define meaning; attendance is somewhat prompt and possibly irregular; and preparation is completion of readings and tasks.

A C signifies the theorist who has yet to view curriculum and learning theory as praxis. Course content is viewed as knowledge to be transmitted by the instructor for a predetermined product that requires limited thought. Thinking falls short of course goals and provides little consideration of education as an interactive process. Work of this theorist is less than satisfactory; participation is sporadic with no evidence of understanding of curriculum and learning theories; attendance is irregular; and completion of readings and/or tasks has not consistently occurred.

A U identifies the theorist who has unsatisfactory performed in the course. Unsatisfactory is defined as failure to attend class, demonstrate thinking, complete tasks or exercise professionalism in civic discourse.

**Models of Teaching
Group Project Self and Team Evaluation**

List your name and the members on your team

Self-Evaluation Categories	List	Rate on a scale of 1-5 (5 being the best)	Justify your rating
Evidence of Learning			
Areas for Improvement			
Group Member Evaluation Categories	List	Rate on a scale of 1-5 (5 being the best)	Justify your rating
Group members' successes			

Group members' next steps			
Overall Evaluation of Group Project	List	Rate on a scale of 1-5 (5 being the best)	Justify your rating
Overall assessment of how the project demonstrates transformative thinking			

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Required Course Texts:

- Apple, M. W. (2010). *Global Crises, Social Justice, and Education*. Routledge. ISBN# 978-0-415-99597-9.
- Au, W. (2011). *Critical Curriculum Studies: Education, Consciousness, and the Politics of Learning*. Routledge. ISBN# 978-0-415-87712-1
- Flinders, D. J., & Thornton, S. J. (2009). *The Curriculum Studies Readers* (3rd ed.). Routledge. ISBN# 978-0-415-96322-0.
- Joyce, B, Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Allyn & Bacon. ISBN# 978-0-205-59345-3.

Selected References:

- Allen, D. & LeBlanc, A. (2005). *Collaborative peer coaching that improves instruction*. Thousand Oaks, CA: Corwin Press.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Daresh, J. (2002). *Teachers mentoring teachers: A practical approach to helping new and experienced staff*. Thousand Oaks, CA: Sage.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and tougher standards*. NY: Houghton Mifflin.
- Marzano, R. Pickering, D., Pollock, J. (2000). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Slattery, P. (1995). *Curriculum development in the postmodern era*. New York: Garland Publishing, Inc.
- Tanner, D. & Tanner, L. (2007). *Curriculum Development: Theory Into Practice* (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Walker, D. F. (2003). *Fundamentals of curriculum: Passion and professionalism* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Suggested Journals:

American Educational Research Journal
Educational Leadership
Journal of Educational Research
Journal of Teacher Education
 Middle and Secondary Education journals
 Subject/ content area specific journals (math, science, social studies, and English/ language arts)

SPECIFIC POLICIES THAT APPLY TO THE COURSE

ASSIGNMENTS/REQUIREMENTS AND PERCENTAGE OF FINAL GRADE:

Curriculum Studies = 37.5%

[Moodle] Weekly Asynchronous Reading Posts	60 points	12.5%
[Wimba] Weekly Synchronous Active & Quality Participation	60 points	12.5%
History of Curriculum Timeline [initial post, edit, & mid-term final post]	60 points	12.5%

Global Issues = 10.4%

<i>Global Crises, Social Justice, and Education</i> Jigsaw	50 points	10.4%
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Models of Teaching = 31.2%

Family of Models Instructional Presentation	100 points	20.8%
Weekly Synchronous Active & Quality Participation	50 points	10.4%

Final Exam = 20.8%

Educational Philosophy of Teaching and Learning <i>or</i> Theoretical Stance on Curriculum Paper	100 points	20.8%
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GRADING SCALE:

- A = 432 – 480 points (90%)
- B = 384 – 431 points (80%)
- C = 336 – 383 points (70%)
- U = anything less than 336 points or 70%

ACADEMIC INTEGRITY

UNC Charlotte has a code of student academic integrity which governs the responsibility of student to maintain integrity in academic work, particularly in relationship to cheating, fabrication and falsification of information or citations, multiple submission of the same work to more than one instructor, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>

COLLEGE OF EDUCATION DIVERSITY COMMITMENT

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

INCLEMENT WEATHER

The advantage of online learning is that the bad weather does not impede class instruction. Classes will be held as scheduled.

ATTENDANCE

It is expected that students will attend each virtual class session and participate in all asynchronous class assignments or discussions. It is the student's responsibility to notify the instructor if he or she must miss a class meeting and to obtain notes from missed classes from fellow students and archived class meetings. Please be prompt and present for all virtual class meetings. A great deal of the information shared in this class will stem from discussions, lectures, and activities. Because of this, *prompt and regular attendance is expected for all synchronous class sessions*. Class information and interaction is very important. Punctual and regular attendance is a minimum expectation for this course. While I recognize that there are professional and personal obligation, these should not interfere with your participation in this course. Therefore, full credit for class participation cannot be earned unless you are an active participant in each synchronous class meeting. Module points are awarded based on the quality of your participation real-time. Synchronous assignments are that, synchronous, and must be completed during the scheduled class time. In addition, all asynchronous assignments are due at the beginning of the synchronous class meeting or time that has been designated as the due date on the course agenda. If you must be absent on the day an assignment is due, it is still due on the assigned day, no later than designated time. Assignments will drop a letter grade for each day they are late.

ATTACHMENTS


- Course syllabus from pilot semester, Fall 2010

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Tina L. Heafner, Ph.D.
 Associate Professor of Social Studies Education
 M.Ed. Secondary Program Coordinator
 Department of Middle, Secondary, and K-12 Education
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 Phone: 704.687-8884

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on 11/2/10 by the College Graduate Curriculum Committee
 Date

Chair:  _____