"Responsible educators must do their best in always-imperfect circumstances to deal with the trade-offs, potential, dilemmas, and challenges of the curriculum."
- Flinders & Thornton, 2013

As the title of this course suggests, our focus is on secondary school curriculum. As you will see, understanding “curriculum” is complex, yet essential for educators. The complexities involve the ever-evolving perceptions and ever-extending definitions of curriculum. In one sense, curriculum is simply, “what schools teach.” That seems direct enough, but that basic statement carries the weight of many issues. For example, what should schools teach, what should schools not teach, what do schools actually teach, how should subjects be organized over a year, how should subjects be organized over many years, who should teach, how should they teach, how do we measure student achievement, what criteria should we use to develop standards, what standards need more attention, which standards can we dismiss, and who decides? These questions and more embody the substance of the quote above, and as educators, we need the knowledge, skills, and dispositions to respond to the challenges of the curriculum.

The goal of education is to foster a change in the learner. I believe that education is best practiced from the etymological sense of the term: educere, meaning to "bring out, lead forth," from ex "out" + ducere "to lead." As the instructor for this course, my role is to draw you into current conversations regarding curriculum and instruction. Your role is to grow as a professional and demonstrate your understandings through discussions and products. This course includes resources and opportunities to advance your knowledge of curriculum, hone your skills in rendering curriculum into instruction, and develop your dispositions as reflective practitioners. The more you read, think, and reflect, the further you will enhance your professional knowledge, skills, and dispositions.

Course Description from the Course Catalogue:

The study and critical evaluation of various designs of the curriculum as they apply to general and specialized education, including content and subject matter areas. There is particular emphasis on course development.
Course Goals

The primary goal of this course is to study and evaluate various theories surrounding curriculum and apply these theories to practice. We will focus on exploring, understanding, and analyzing curriculum by reading and discussing historical and contemporary discourses. In addition, we will consider current issues and trends in secondary education that mediate our understanding of curriculum. Our course readings and discussions will focus on three essential questions regarding curriculum:

What do schools teach?
What should schools teach?
Who should decide what schools teach?

While these are seemingly simple questions, the responses are complex. As you will see, curriculum conversations are imbued with biases, controversies, philosophical differences, social justice issues, and politics. I selected this text for its comprehensive and varied viewpoints on curriculum. The text balances theory with practice and connects past issues surrounding curriculum with current concerns. We will supplement the text with articles, chapters, videos, and websites throughout the semester.

Course Student Learning Outcomes

1. Understand the alignment of curriculum, instruction, and assessment for learning.
2. Examine major concepts, principles, theories, and research related to curriculum development.
3. Analyze historical and current theories on curriculum.
4. Develop a theoretical stance that synthesizes theory, research, and practice to communicate a unique professional philosophy.
5. Apply understandings of curriculum development to lesson design opportunities that supports individual students’ learning.
6. Synthesize understandings of connections among public school requirements, such as Common Core, Grade Level Expectations, and COMPASS Teacher Evaluation.
7. Evaluate the implementation of curriculum in school practices.

College of Education Mission Statement

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

The ultimate goal of our program is embedded in the Conceptual Framework: To prepare reflective practitioners. The College of Education coursework engages students content and field experiences to promote development of these roles and responsibilities.

UNO College of Education Conceptual Framework
Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Conceptual Framework
Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers manage classroom contexts and environments.
   - They establish a culture for learning.
   - They create an environment of respect and rapport.
   - They manage students’ behavior.
   - They organize classroom space.
   - They keep accurate records of students’ progress.

2. Effective teachers design curriculum and instruction.
   - They understand and use curriculum and instruction.
   - They communicate effectively.
   - They know content and pedagogy
   - They set instructional outcomes
   - They design coherent instruction
   - They design student assessments
   - *They* incorporate knowledge of diversity in the classroom.

3. Effective teachers deliver instruction and assess learning.
   - They engage students in active learning.
   - They integrate disciplines into instruction.
   - They use assessment in instruction.
They embed diversity in decision-making.
- They interact effectively with students
- They demonstrate flexibility and responsiveness
- They integrate technology and other resources.

4. Effective teachers **participate in professional responsibilities**.
   - They advocate for children, in terms of services and supports.
   - They collaborate to improve professional practice.
   - They reflect on teaching and learning.
   - They demonstrate knowledge of resources in the school and community.

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**Notice how the College of Education Conceptual Framework aligns with Louisiana Teaching Standards:**

<table>
<thead>
<tr>
<th>UNO College of Education Roles and Responsibilities of Teachers</th>
<th>Louisiana Teacher Evaluation Standards (COMPASS)</th>
</tr>
</thead>
</table>
| 1. Effective teachers **manage classroom contexts and environments.** | 1 *Planning and Preparation*
| | 1a Demonstrating Knowledge of Content and Pedagogy |
| | 1b Demonstrating Knowledge of Students |
| | 1c Setting Instructional Outcomes |
| | 1d Demonstrating Knowledge of Resources |
| | 1e Designing Coherent Instruction |
| | 1f Designing Student Assessments |
| 2. Effective teachers **design curriculum and instruction.** | 2 *Classroom Environment*
| | 2a Creating an Environment of Respect and Rapport |
| | 2b Establishing a Culture for Learning |
| | 2c Managing Classroom Procedures |
| | 2d Managing Student Behavior |
| | 2e Organizing Physical Space |
| 3. Effective teachers **deliver instruction and assess learning.** | 3 *Instruction*
| | 3a Communicating With Students |
| | 3b Using Questioning and Discussion Techniques |
| | 3c Engaging Students in Learning |
| | 3d Using Assessment in Instruction |
| | 3e Demonstrating Flexibility and Responsiveness |
| 4. Effective teachers **participate in professional responsibilities.** | 4 *Professional Responsibilities*
| | 4a Reflecting on Teaching |
| | 4b Maintaining Accurate Records |
| | 4c Communicating with Families |
| | 4d Participating in a Professional Community |
Required Texts:


Moodle: Course readings, resources, forums, videos, assignments, and due dates are accessible via the EDCI 6220 Moodle site.

Supplemental Texts & Useful Websites:


www.ascd.org
www.teachers.net
www.brains.org
www.elearnportal.com
www.nea.org
www.amle.org
www.educationworld.com
www.learner.org
www.corestandards.org/
http://www.louisianabelieves.com/

Course Assignments:

1. Readings
2. Discussion Forums – Read & Respond (one for each module)
3. Curriculum Project – Levels 1, 2, 3
All of the course assignments are described below. I will provide more detailed explanations, checklists, or rubrics as we progress through the semester.

One advantage of an online course is that you can work at your own pace to read, study, and complete assignments. I encourage you to begin thinking about the three major assignments in the “Curriculum Project” now; notice how each “level” of the project builds on the previous level and parallels course content. The “Curriculum Project” will require a considerable amount of time to plan and complete. As we read and discuss, keep a file of ideas, thoughts, quotes, and resources that will assist you in completing the assignments.

**Readings**

The course is organized into seven thematic modules. Each module includes various texts, such as chapter readings, articles, videos, or websites. My approach is to saturate us in each theme through consideration of varied sources, such as articles, websites, chapters, videos, and presentations. The texts provided for each module will guide your thinking for the “Curriculum Project.”

**Discussion Forums – Read and Respond (for each module)**

For each module, we will engage in an interactive discussion forum based on prompts addressing content from the course readings. The more you read and engage with others in this forum, the more you will benefit from the course. In fact, the discussion forum is a rich resource of ideas, thoughts, and impressions from your graduate school colleagues. The discussion forum is an essential component of the online experience. In place of class discussions, the forum provides “virtual discussions” among colleagues. We can derive the most benefit through following a few guidelines:

- For each module post your response, read others’ responses, and respond to at least one other student.
- Post thoughtful comments that allow readers to peer into your mind and understand your thinking. Simply posting “I agree” with no explanation doesn’t help anyone.
- Ask yourself, "How can I move this discussion and everyone's understanding forward with my response?” and "What are others saying that is helping me move forward?"
- Refer to the course readings in your response. Be specific, quote text passages, agree or disagree with the text.
- Be considerate and remember, other students in the course are reading your posts and learning from your unique viewpoints.

Consider the following questions as you read, post, and respond:

- What does this chapter say about curriculum that provokes your thinking?
- What traditional or accepted ideas about curriculum does the chapter illuminate or challenge?
- What are the underlying assumptions regarding curriculum theory/practice that ground this chapter?
In addition to providing opportunities for interaction, each discussion forum is a formative assessment of your understandings of course content. Your responses should demonstrate evidence of thoughtful reading and your ability to merge your thinking with course content. The depth of your readings and understandings will be assessed through your engagement in the Discussion Forum and your application of themes and theories to your Curriculum Project.

**Discussion Forum Rubric:**

<table>
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<tr>
<th>Exemplary</th>
<th>Reasonable</th>
<th>Adequate</th>
<th>Unacceptable</th>
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<tr>
<td>Posts and responses demonstrate close readings of the texts. Discourse includes thoughtful comments that demonstrate in-depth understanding of themes. Discussion moves the forum forward and enhances others’ understandings. The post includes specific text references that support the response. Discussion forum interaction is collegial, courteous, and professional.</td>
<td>Posts and responses demonstrate readings of the texts. Discourse includes thoughtful comments that demonstrate consistent understanding of themes. Discussion adds new insights or clarifies others’ understandings. The post includes general text references that support the response. Discussion forum interaction is collegial, courteous, and professional.</td>
<td>Posts and responses demonstrate superficial readings of the texts. Discourse is general or provides mere summaries of content. Discussion provides agreement or disagreement with others’ understandings, but with minimal elaboration. The post includes only general text references that support the response. Discussion forum interaction is collegial, courteous, and professional.</td>
<td>Posts and responses demonstrate nominal reading of the texts, are too minimal to assess, or missing. Discussion forum interaction is discourteous or indicates a lack of collegial or professional dispositions.</td>
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</tbody>
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**Curriculum Project**

The major challenge with curriculum theory or philosophy is that practitioners often do not see the connection to actual practice. The purpose of this project is to merge theory and practice at the intersection of specific curricular issues or controversies. The project also constitutes the field experience requirement for the course since you will interact with districts, schools, and classroom teachers in the process of completing the assignment. You will need to select a school to complete the project. You may select the school where you currently teach, a school where you have conducted previous field experiences, or a school of interest. In addition, you will need to conduct observations at this school. You should conduct the observations in a classroom of the grade level and content area you currently teach or wish to teach.

The Curriculum Project includes a three-leveled approach to increasing our knowledge, skills,
and dispositions.

**Level 1 – Develop a Theoretical Stance**

Acquire new information, skills and concepts and communicate your understandings to an audience of peers. As reflective teachers, we must be knowledgeable of the theories that influence our practice. Instead of accepting all theories as equally appropriate, we must question assumptions embedded in theories and compare theories to our own dispositions. Through this process, we develop our own theoretical stances that serve as a compass to guide us through decision-making.

As you acquire new knowledge through your readings, you will “rehearse” and exchange your new understandings through interaction in the discussion forums. For the Curriculum Project Level 1, you will develop a theoretical stance regarding the nature and practice of curriculum in schools. Use the following questions and prompts to guide your Level 1 theoretical stance:

**Theoretical Stance Statements:**

- Develop your own “Pedagogical Creed” or “Cardinal Principles,” or “Basic Principles” similar to these documents in our course readings.
- Identify the foundational theorist with whom you most closely align. What attributes of theory resonate with you?

**Theoretical Stance Elaboration:**

- What is your own theory of curriculum?
- How do you justify the value or usefulness of your theoretical stance?
- How does your practical experience influence your curriculum philosophy?
- To what extent do you believe curriculum as content, product, process, or praxis?
- How does your theoretical stance link to the experience of the learner?

**Essential Questions:** Apply your theoretical stance to the three essential questions of our course. Respond to each question through the lens of your stance.

- *What do schools teach?*
- *What should schools teach?*
- *Who should decide what schools teach?*

**Level 2 – Integrate and Construct New Meanings**

This level requires you to integrate your knowledge, skills, and experience with the new concepts and theories presented in the course. Construct new meanings through the integration of course readings and discussions with your own field experiences in education. For Level 2, you will analyze district, school, or classroom practices regarding curriculum, instruction, and assessment. Select one grade level and content area. For example, you may select 10th grade
biology, 9th grade American history, 12th grade English, 9th grade Algebra I, or whatever best aligns with your current or future teaching position. Collect teaching materials, curriculum guides, standards, texts, or assessments for this grade level and content area. This section of the Curriculum Project includes conducting school and classroom observations and analyzing how the curriculum is practiced in the school context. Use the following guide to organize your analysis:

**Curricular Texts and Tools**

- What curricular standards, expectations, or framework is used in this school?
- How are texts used in this classroom?
- How is technology used in the classroom?
- What are the major approaches to teaching and assessing the curriculum?
- How are students engaging in learning the curricular standards or expectations?
- How are educational objectives communicated to students and practiced in the school or classroom?
- What alignment or misalignment do you see among the standards, objectives, texts, activities, and assessments?

**Theories of Curriculum**

- Identify the theoretical approach that is most evident:
  - Curriculum as a body of knowledge to be transmitted.
  - Curriculum as an attempt to achieve certain ends in students – product.
  - Curriculum as process.
  - Curriculum as praxis.
- What historical or foundational curriculum theories seem most prevalent in this school?
- What evidence of the hidden curriculum do you observe in the school or classroom?
- What connections or disparities do you see between theory and practice?
- What efforts have been made regarding issues of gender, culture, race, or social justice?
- How does your theoretical stance compare with that of this district, school, or classroom?

**Essential Questions:** Discuss how the three essential questions are addressed in this district, school, or classroom:

- *What do schools teach?*
- *What should schools teach?*
- *Who should decide what schools teach?*

**Level 3 – Apply and Act**

Use your newly constructed knowledge and skills to support continuous improvement in a district, school, or classroom. Evaluate a district, school, or classroom practice through the lens of your own emerging theory. Based on your evaluation, develop an action plan for your district, school, or classroom that applies your new understandings toward the goal of improving a
district, school, or classroom practice. Use the following guide to organize your application:

Evaluation

Evaluate your school’s curricular efforts from the perspective of discourse and theory. Your evaluation should include your judgment, but theories and foundations (including your own theoretical stance) must support it. Use the following guide to organize your evaluation:

- Characterize the political and economic situation that surrounds this district, school, or classroom. In what ways do these forces inhibit or facilitate good curriculum and teaching?
- Discuss the roles and influences of the overt, hidden, null and or evaded curricula in your district, school or classroom.
- Identify social issues or forces that influence curriculum.
- What are strengths of the district, school, and classroom approaches in terms of curricular theories we have read this semester?
- What are areas of growth in terms of curricular theories we have read this semester?

Application

- How effectively does this school enact curriculum in terms of theory and practice?
- Develop recommendations for continuous improvement at the district, school, and classroom levels.
- How does your theoretical stance contribute to your recommendations for ongoing school improvement?

Essential Questions: Discuss how your recommendations might influence the district, school, or classroom in terms of the course essential questions:

- What do schools teach?
- What should schools teach?
- Who should decide what schools teach?

Curriculum Project Requirements:

- For each level, merge your thinking with text content. Use specific text references to support your own thinking.
- For each level, cite 5-6 relevant course readings and/or outside readings that support your thinking.
- Each level should be about 7-8 double spaced typed pages in 12 font, or about 2,000 words long.
- Follow APA format for citations.
Course Structure

This course consists of six modules, based on the thematic organization of the main textbook:

1. *Introduction to Curriculum* – Background and introduction to curriculum guides and curriculum studies
2. *Historical Foundations and Debates in Curriculum* – Conflicting conceptions of curriculum, purposes of education, and the school setting
3. *Curriculum as the Center Stage* – How curriculum gradually became the focal point of the schooling experience
4. *Reconceptualizing Curriculum* – Competing social, political, ideological, and cultural contexts that support or compromise our teaching practice
5. *Change and Continuity* – Contemporary influences on curriculum and practice and implications for teachers
6. *Change and Continuity: Theory Into Practice* – Merge all of your understandings and thinking with course content through the development of the Curriculum Project.
7. *Change and Continuity: Challenges and Opportunities for the Future* – Curriculum practice and theories are constantly evolving. What challenges and opportunities with the future hold for educators?

Modules

Each module includes various resources, such as the textbook, articles, websites, or videos. Modules are designed to immerse you in the topic from various viewpoints: texts, articles videos, and websites. I encourage you to read, view, surf, discuss, and reflect on how your immersion in the resources informs your understandings of these topics. The major course requirements are embedded in the modules. I will provide brief introductions to each module as we progress through the semester.

The following course schedule may change somewhat as we progress through the semester based on your feedback.

**Module 1**
**Introduction to Curriculum**
**August 19-28 (1 ½ weeks)**

- Read the syllabus, familiarize with course Moodle site.
- Read the following articles available in Moodle Module 1:
  - “Introduction to Curriculum” (article)
  - “Curriculum Theory and Practice” (article)
  - “Curriculum Theories” (article)

- Read the following conceptual definitions about curriculum:

  [http://edglossary.org/curriculum/](http://edglossary.org/curriculum/)
View the following videos:
  - [http://www.youtube.com/watch?v=Tx_VFbQznco](http://www.youtube.com/watch?v=Tx_VFbQznco) (Part 1)
  - [http://www.youtube.com/watch?v=kN63cUkeLzQ&feature=relmfu](http://www.youtube.com/watch?v=kN63cUkeLzQ&feature=relmfu) (Part 2A)
  - [http://www.youtube.com/watch?v=C6qAzQ95hGQ](http://www.youtube.com/watch?v=C6qAzQ95hGQ) (Part 2B)
  - [http://www.youtube.com/watch?v=_szKWOgJxVc&feature=relmfu](http://www.youtube.com/watch?v=_szKWOgJxVc&feature=relmfu) (Part 2C)

Discussion Forum 1:
  - Post by Wednesday, August 26, 6:00 p.m.
  - Respond by Friday, August 28, 6:00 p.m.

**Module 2**  
**Historical Foundations and Debates in Curriculum**  
**August 31-September 11 (2 weeks)**

Read chapters from *The Curriculum Studies Reader*:
- Introduction/Preface
- Introduction to Part One
- Franklin Bobbit
- Maria Montessori
- John Dewey

Locate and read a current standards for your grade level and content area. Standards are available at the Louisiana Department of Education website and the Common Core Standards website:
  - [http://www.louisianabelieves.com](http://www.louisianabelieves.com)
  - [http://www.corestandards.org](http://www.corestandards.org)

*Note: You will use the standards you select for the Curriculum Project assignment. You may want to consider that assignment in your selection.*

Discussion Forum 2:
  - Post by Wednesday, September 9, 6:00 p.m.
  - Respond by Friday, September 11, 6:00 p.m.

**Module 3**  
**Curriculum at Center Stage in Education**  
**September 14-25 (2 weeks)**
• Read chapters from *The Curriculum Studies Reader*:
  - Introduction to Part Two
  - W. James Popham
  - Elliot Eisner
  - Philip Jackson
  - Joseph Schwab

• Discussion Forum 3
  o Post by Wednesday, September 23, 6:00 p.m.
  o Respond by Friday, September 25, 6:00 p.m.

**Module 4**
**Reconceptualizing Curriculum**
**September 28-October 14 (2 ½ weeks; October 15, 16 are UNO Fall Break)**

• Read chapters from *The Curriculum Studies Reader*:
  - Introduction to Part Three
  - Paulo Friere
  - William Pinar
  - Mortimer Adler

• Discussion Forum 4:
  o Post by Wednesday, October 7, 6:00 p.m.
  o Respond by Friday, October 9, 6:00 p.m.

• Curriculum Project Level 1 due Wednesday, October 14, 6:00 p.m.

**Module 5**
**Change and Continuity**
**October 19-October 30 (2 weeks)**

• Read chapters from *The Curriculum Studies Reader*:
  - Nel Noddings
  - Michael Apple
  - AAUD: “How Schools Shortchange Girls”

• Discussion Forum #5:
  o Post by Wednesday, October 28, 6:00 p.m.
  o Respond by Friday, October 30, 6:00 p.m.
Module 6: Change and Continuity; Theory into Practice
November 2-November 13 (2 weeks)

• Read the following chapters from *The Curriculum Studies Reader*:
  - Introduction to Part 4
  - William Doll
  - Wayne Au
  - Christine Sleeter, Jamy Stillman

• Read the Chapter “Instructional Time and Curriculum Emphases” in the *Beyond the Basics* link available in Documents.

• Discussion Forum 6:
  o Post by Wednesday, November 11 6:00 p.m.
  o Respond by Friday, November 13, 6:00 p.m.

• Curriculum Project Level 2 due Friday, November 13, 6:00 p.m.

Module 7: Change and Continuity: Challenges and Opportunities for the Future
November 16-December 4 (2 ½ weeks; November 26, 27 are UNO Thanksgiving Break)

• Read the following chapters from *The Curriculum Studies Reader*:
  - Leslie Santee Siskin
  - Eliot Eisner
  - Elaine Chan
  - Peggy McIntosh
  - Nel Noddings

• Discussion Forum 7:
  o Post by Wednesday, December 2, 6:00 p.m.
  o Respond by Friday, December 4, 6:00 p.m.

• Curriculum Project Level 3 due Wednesday, December 9, 6:00 p.m. (December 8-12 is Final Exam Week)

*Assessment, Evaluation, and Grades*

This course provides opportunities for students to demonstrate understandings through
participation, products, and performance. The chart below outlines criteria for earning grades. To earn the desired grade, you must meet all of the criteria listed beneath that grade.

*Exemplary* – discussions and products serve as models of excellence and insightful understandings

*Competent* – discussions and products demonstrate capable and knowledgeable understandings

*Adequate* – discussions and products demonstrate sufficient and passable understandings

*Unacceptable* – discussions and products demonstrate minimal understandings

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<tr>
<th>To Earn an A Exemplary</th>
<th>To Earn a B Reasonable</th>
<th>To Earn a C Adequate</th>
<th>To Earn a D or F Unacceptable</th>
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<tr>
<td>• All discussion forums complete, providing unique insights and merging thinking with readings and other resources.</td>
<td>• Discussion forums complete, but lack insights or merging of thinking with texts and resources. One discussion forum is missing or incomplete.</td>
<td>• Discussion forums late, missing, or incomplete, or showing little evidence of insights based on readings and resources.</td>
<td>• Requirements for a C are not met.</td>
</tr>
<tr>
<td>• The Curriculum Project is comprehensive, deliberate, thoughtful, and an exemplary model that includes specific details, connections to course readings, and sufficient elaboration. Each level builds on previous parts to provide consistency and continuity</td>
<td>• The Curriculum Project is comprehensive, deliberate, thoughtful, and competent, but may lack specific details, connections to readings, or adequate elaboration. Each level builds on previous parts, though may lack clear consistency and continuity</td>
<td>• The Curriculum Project lacks components, deliberateness, or specificity. There may be a lack of connections to readings or insufficient elaboration. Each level seems independent of other parts, with limited consistency and continuity.</td>
<td>• Unacceptable work, or incomplete assignments.</td>
</tr>
<tr>
<td>• In all course assignments, written language use is appropriate, with logical organization, thorough elaboration, and no structural, grammatical, or mechanical errors.</td>
<td>• In all course assignments, written language use is reasonable, with logical organization, sufficient elaboration, but some minor structural, grammatical, or mechanical errors.</td>
<td>• Language use is unclear, with vague organization, or errors that interfere with meaning, such inappropriate use of conventional grammar or mechanics.</td>
<td>• Assignments are consistently late or missing.</td>
</tr>
<tr>
<td>• All course assignments are completed on time.</td>
<td>• Most course assignments are completed on time, though two or three may be late</td>
<td>• Many course assignments are not completed on time; four or more assignments are late.</td>
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**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

**Accommodations**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu.

**Verification for Online Students**

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to verify their identity when completing exams or other high-stakes assignments. At the discretion of the faculty member teaching the course, verification may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. If students cannot attend an on-campus proctored exam, UNO partners with ProctorU, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection. Verification measures for this course are identified below:

*This course requires use of the Moodle site, which is accessible only to students enrolled in the course through use of your UNO username and password. Moodle Reports will be used to monitor enrolled students’ participation in the course.*