I. **Course Description**
The characteristics, organization, and management of the American School System including: The history of the development of American schools, legal and ethical issues, teaching as a profession, influence of cultural background on instruction of students, characteristics and needs of special populations, and adapting curriculum and instruction for students from special populations. Community action experiences are required. Students entering the teacher certification program will also be required to complete a statement of their personal philosophy of education, a questionnaire about teachings and submit a code of ethics statement.

II. **Rationale**
This course is designed to orient students to the institution of the school and its integral relationship with society, with emphasis on the schooling process in the State of Texas.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors**
1. Learner–Centered Knowledge  
2. Learner–Centered Instructions  
3. Equity in Excellence for All Learners  
4. Learner–Centered Communications  
5. Learner–Centered Professional Development

IV. **Student Learning Outcomes**
1. Design instruction and assessment  
2. Promote a positive classroom climate  
3. Implement effective instruction  
4. Articulate professional roles  
5. Demonstrate knowledge required for the EC/elementary teacher competencies

V. **Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities EC 12 (PPR)**

**Domain I—Designing Instruction and Assessment to Promote Student Learning (31% of TExES Test)**

**Competency 001** The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 003** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II—Creating a Positive, Productive Classroom Environment (15% of TExES Test)**

**Competency 005** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Domain III—Implementing Effective, Responsive Instruction and Assessment (31% of TExES Test)**

**Competency 007** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
Competency 010  The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV—Fulfilling Professional Roles and Responsibilities (23% of TExES Test)

Competency 011  The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012  The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013  The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

VI. Course Objectives/Learning Outcomes

This course is designed so that the student will be able to:

A. The teacher and the profession:

1. Explain the characteristics that constitute a profession (TExES Competencies: 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation);


3. Examine the ethics and standards of the teaching profession (TExES Competencies: 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation);


5. Describe the certification process for teachers in the State of Texas (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation); and,


B. The history and development of the American school:

1. Recognize influence that major philosophies have had on education in the United States and Texas (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development and Lesson Planning, Classroom Assessment, Certification Test Preparation);

2. Outline historic events in the development of education in the United States (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices);

3. Identify sources of education law such as due process in the 14th Amendment (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Special Populations, Differentiated Instruction, Certification Test Preparation);

4. Describe the contributions/impact of key individuals/events upon American education including, but not limited to: Thomas Jefferson, Horace Mann, John Dewey, Brown vs. Topeka BOE, Elementary and Secondary Education Act, P.L. 94-142, etc. (TExES Competencies: 002, 004, 011, 012, 013) (State
5. Compare the educational theories of idealism, Realism, neo-thomism, pragmatism, post-modernism, perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,


C. The student and the curriculum:

1. Demonstrate familiarity with research concerning the characteristics of effective teaching (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

2. Describe the influence of one’s cultural identity upon teaching and learning (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);


4. Explore the benefits and disadvantages of identifying special needs students (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

5. Develop awareness of instructional adaptations for students with special learning needs (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,


VII. Course Topics

- Teaching as a profession
- Historical perspectives affecting education
• Historical philosophies affecting education
• Legislation affecting education
• Assessment for education
• Special Populations within the education community
• Political trends and perspectives affecting education
• Education perspectives within Texas
• Education organizations and their influences
• Code of ethics and standard practices
• Professional communications
• Professional practices for educators

VIII. Instructional Methods and Activities
EDUC 3311 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.

A. Traditional Experiences (lecture/discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)

B. Field Experiences will involve observation, reflection, and teaching (Junior Achievement of America Curriculum) of individuals/small groups at the appropriate course level that matches the student’s desired level of teacher certification.

IX. Evaluation and Grade Assignment and Overview of Course Requirements
1. Class attendance and Participation 15%.
2. Course Homework Assignments 25%
   a. Personal Education Philosophy Statement
   b. Educational Philosophies
   c. Current Educational Programs
   d. Professional Associations
   e. NCLB Perspectives
   f. Code of Ethics Worksheet
   g. Perspectives of Social Media in the Educational Environment
3. Class Activities 10%
   Preferred activity is the Junior Achievement Experience. Other approved activities include working with a Parent Teacher Association (PTA) campus support project,
4. Daily Class Quizzes 10%
5. Exams
   a. Exam #1 – 10%
   b. Exam #2 – 10%
   c. Exam #3 – 10%
   d. Exam #4 – 10%
6. Grading scale
   90 to 100% = A
   80 to 89% = B
   70 to 79% = C
   65 to 69% = D
   64 % and below = F

Descriptive Summary of Course Requirements

Class Attendance and Participation
The current Student Handbook and Code of Conduct includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity
in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

Students in EDUC 3311 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above. Unexcused absences from a scheduled class meeting will affect the grade for attendance and participation, and your final course grade. Multiple unexcused absences or leaving class early can place you in jeopardy of failing this course. The attendance and participation grade will be calculated by dividing the class meetings attended by the number of scheduled meetings.

2. **Course Homework Assignments**

Each assignment will be given during class with appropriate discussion and instructions for completion of each assignment. Assignments and related information sheets will be posted to the appropriate class section using BlackBoard. Below is a tentative listing of the assignments as currently planned with a very brief description for each. A more detailed assignment sheet will be distributed in class as each assignment discussed.

All Assignments are required to be in a professional style format using the APA Manual, sixth edition. Professional style includes a coversheet exhibiting appropriate information related to each individual assignment, and without any special decorations or oversized print. The cover sheet is the only place your name should appear in your paper.

1. **Personal Educational Philosophy Statement** - The purpose of this assignment is to identify your beliefs and ideas about education. See Assignment Sheet #1.

2(a). **Educational Philosophies** - The purpose of this assignment is to present information and ideas related the various educational philosophies. An additional purpose of this report is to present a variety of viewpoints for discussion purposes within the course, rather than examining only the instructor's viewpoint. See Assignment Sheet #2.

2(b). **Current Educational Programs** - Within the education community there are a variety of delivery methodologies and organizational programs for the delivery of education. Some are very well known and others are more obscure. Some information about these educational systems and programs is accurate, while other information is inaccurate and surrounded my myths. The purpose of this assignment is to provide a sharing of information using a variety of recognized resources to dispel myths about different programs. An additional purpose of this report is to present a variety of viewpoints for discussion purposes. See Assignment Sheet #2.

2(c). **Professional Associations** - Within the education profession, there are some 200 plus organizations that representing education and the teaching profession. Some organizations are very specific for teachers they represent, while other associations are very broad based. The purpose of this assignment is to present information about the various professional education associations. An additional purpose of this report is to present a variety of viewpoints for discussion purposes. See Assignment Sheet #2.

3. **NCLB Perspectives** - The purpose of this assignment is for you to present information from several sources related to reactions from several different professionally recognized entities, as it relates to the educational requirements within the NCLB legislation. See Assignment Sheet #3.

4. **Code Of Ethics Worksheet** - The purpose of this assignment is to provide you some information about the enforcement as well as implications and other important factors related to the Texas Teacher Code of Ethics. Your responses to the questions below and the classroom discussion will provide you with insights about how this can affect your career as an educator. See Assignment Sheet #4.

5. **Social Media and the Educational Environment** - The purpose of this assignment is for you to present your viewpoints as related to recent legislation and policies as they pertain to the social media being used by a significant portion of the population within the United States. See Assignment Sheet #5.
3. **Course Activities**
a. Community Awareness Project -- The Community Awareness Project for the EDUC 3311 -- School and Society is to help you to become acquainted with the operation of the Texas education system. During class you will be asked to identify a Community Awareness Project. A number of projects are available and easily accessible for you. Some suggested projects include: Attending a local school board meeting for one of the local districts; Watching a webcast for a State Board of Education (SBOE) meeting; Watching a webcast of a State Board of Educator Certification (SBEC) meeting; Participating in a local school campus Parent and Teacher Association (PTA) event; Participation in a student organization competitive event in the local area; or completing a Junior Achievement Experience.

Since each of these experiences are unique, the requirements for completing the experiences will be related to your chosen activity. The first part of the activity will be for you to decide about the Community Awareness Project. The recommended project is the Junior Achievement Experience. Refer to the related information sheet for additional details.

b. Students seeking to apply for the teacher certification program through the undergraduate program are required to submit the following documents as one initial part for admission to teacher certification:
   1. Personal statement about your philosophy about education – this should be directed toward education as a whole and not address information about classroom management or the classroom teaching experience (see additional information sheet for additional details). Scoring of your paper for the teacher education certification program will be according to a grading rubric.
   2. Personal interview with teacher education faculty member. This is to be conducted as a professional type interview. Scoring of the interview will be according to a grading rubric.
   3. Code of ethics for the teaching profession – this is to show your knowledge about the code of ethics for teaching.

   These items may be a part of the course grade based on the discretion of the assigned instructor. This will be presented during the first class session.

4. **Daily Class Quizzes**
   Short quizzes will be given spontaneously during class meetings over previous required readings, presentations and discussions of course information. **Missed quizzes due to an unexcused absence are not allowed to be taken at an earlier/late date. The grade for an unexcused absence and missing the quiz will have a grade of 0 recorded.**

5. **Exams #1 thru 4**
   Each exam will consist of multiple-choice questions from the required readings, presentations, class lecture and discussions. Some course information will be cumulative for each exam, but will primarily focus on the section of the course prior to each exam.

X. **Course Schedule**
   See attached tentative class meeting schedule

XI. **Textbook(s)**


Other sources identified during the semester.

XII. **Course Policies**

   **Academic Integrity/Plagiarism**
   University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct
or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*