I. EDUC 5351 – Foundations of Education in America
EDUC 5351 is a course emphasizing the professionalism of teaching, major philosophies and the impact of educational theories on practice, historical foundations of American education, the legal framework of public schools and schooling in diverse, multicultural society. Enrollment is limited to graduate students seeking initial teacher certification.

II. Course rationale
This course is designed to orient students to the institution of the school and its integral relationship with society through the acquisition of a professional knowledge base. The increasingly diverse student population of our nation’s schools is emphasized.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)

The five TExES PPR competencies (out of 13 total TExES PPR competencies) that are emphasized in EDUC 5351 are listed below.

Domain I. Designing Instruction and Assessment to Promote Student Learning

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.

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 (No major emphasis on comps within Domain II)

Domain III. Implementing Effective, Responsive Instr. & Assessment (No major emphasis on comps within Domain III)

Domain IV. Fulfilling Professional Roles and Responsibilities

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

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.

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

V. TAC §228.30(b): 17 Subject Matter Curricular Topics

The nine Subject Matter Curricular Topics (out of 17 total Subject Matter Curricular Topics) that are emphasized in EDUC 5351 are listed below.

* Code of Ethics & Standard Practices
* Special Populations
* State Assessment of Students
* Certification Test Preparation
* Motivation
* Learning Theories
* Parent Conferences/Communication
* Pedagogy/Instructional Strategies
* Certification Test Preparation
VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence.
B. Gain familiarity of major philosophies and influence of educational theories on American education.
C. Acquire a professional historical knowledge base of American education.
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.
E. Expand awareness and understanding of teaching a diverse student population.

Student learning outcomes (The student will . . .):

A-1. Identify characteristics that constitute a profession. Is teaching a profession?
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.

C-1. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St. Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.
C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Dubois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.
C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.
D-2. Identify sources of education law such as *due process* in the 14th Amendment.
D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.
E-2. Increase understanding of students with special learning needs.
E-3. Acquire professionalism in speaking and writing about persons with disabilities.
### Alignment of EDUC 5351 Course Goals and Assignments with State Learner Proficiencies and TExES PPR EC-12 Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 5351 Course Goals</th>
<th>EDUC 5351 Course Assignments/Activities</th>
</tr>
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<tbody>
<tr>
<td><strong>Learner-Centered Knowledge</strong>&lt;br&gt;The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td>002 004 012</td>
<td>B. Gain familiarity of major philosophies and influence of educational theories on American education.&lt;br&gt;E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses&lt;br&gt;Quizzes&lt;br&gt;Exams&lt;br&gt;Multiple intelligences module</td>
</tr>
<tr>
<td><strong>Learner-Centered Instruction</strong>&lt;br&gt;To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td>004 012</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses&lt;br&gt;Quizzes&lt;br&gt;Exams&lt;br&gt;Multiple intelligences module</td>
</tr>
<tr>
<td><strong>Equity in Excellence for All Learners</strong>&lt;br&gt;The teacher responds appropriately to diverse groups of learners.</td>
<td>002</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses&lt;br&gt;Quizzes&lt;br&gt;Exams&lt;br&gt;Students with disabilities module</td>
</tr>
<tr>
<td><strong>Learner-Centered Communication</strong>&lt;br&gt;While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
<td>011 012</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching&lt;br&gt;response paper&lt;br&gt;Professional org. membership&lt;br&gt;Reading responses&lt;br&gt;Quizzes.&lt;br&gt;Exams</td>
</tr>
<tr>
<td><strong>Learner-Centered Professional Development</strong>&lt;br&gt;The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.</td>
<td>012 013</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.&lt;br&gt;C. Acquire a professional historical knowledge base of American education.&lt;br&gt;D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.</td>
<td>Philosophy of teaching&lt;br&gt;Professional org. membership&lt;br&gt;Current events in U.S. education</td>
</tr>
</tbody>
</table>
VII. Instructional methods and activities

A. Course orientation

1. Student Information and Assignment Form
   Complete the Student Information and Assignment Form (found in the “Assessments” section of the top left side menu) and send to Dr. Ward via the course email by 10:00 pm on TBD. Ten points possible.

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see “Assessments”) by 10:00 pm on TBD. Ten points possible.

3. Philosophy of teaching
   Complete the Philosophy of Teaching Response Paper (see “Assessments”) and submit via the Discussion Forum by 10:00 pm on TBD. Forty points possible.

   The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Teaching Response Paper Reply to four classmates assigned by Dr. Ward is due by 10:00 pm on TBD. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible.

B. Reading and writing

1. Reading responses
   Four Reading Responses (Chapters 4, 7, 12 and pages 218 – 221/231 - 246 (see Chapters 8 & 9) will be assigned during the course to promote interaction among classmates and strengthen writing skills. Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion Forum by 10:00 pm on TBD; TBD; TBD and TBD, respectively. Fifty points each, 200 total points possible.

   The Reading Response Reply to a classmate assigned by Dr. Ward will be due on TBD; TBD; TBD and TBD. Ten points each, 40 total points possible.

2. Top Twenty in American Education
   This assignment involves a collaborative process that culminates with each individual student’s personal selection of his/her top twenty most influential persons, place or events in American education. The four parts of this assignment are as follows:
   Part I – Develop tentative draft of personal Top Twenty in American Education
   Part II – Present Top Twenty draft to group members and Dr. Ward (TBD)
   Part III – Group members formulate (by consensus) a collaborative Top Twenty (TBD)
   Part IV – Finalize/revise personal Top Twenty in American Education (TBD)

   Assigned groups are found in the “Groups” section. Specific directions for this assignment are provided in the “Assessments” section. The finalized Top Twenty in American Education is due by 10:00 pm on TBD via the course email. Two hundred total pts. possible.

C. Exams
1. **Pre/posttest**
   The pretest is **due by 10:00 pm on TBD via the course email.**

   The posttest is worth **20 points** must be completed within 30 minutes. **Due by 10:00 pm on TBD via the course email.**

2. **Unit Quizzes**
   Five unit quizzes will be assigned during the course (see the “Unit Quizzes” folder in “Assessments”). Quizzes over Chapters 1/2, 3/4 and 5/6 are **due by noon on the TBD; TBD and TBD, respectively.** The fourth and fifth quizzes over Chapters 9/10 and 11/12 are due by midnight on **TBD and TBD. Forty points each, 200 total points possible.**

3. **Mid-term and final exams**
   The **mid-term exam** (see the “Exams” folder in “Assessments”) will be a comprised of varied objective items with a 90 minute time limit. **120 points possible. Due by 10:00 pm on TBD via the course email.**

   The **final exam** (see the “Exams” folder in “Assessments”) will be a short essay exam with a two-hour time limit. **120 points possible. Due by 10:00 pm on TBD via the course email.**

   **Use of the course text and notes are permitted while writing the exams. However, any two or more exams that are identical (word for word) will each receive ZERO CREDIT.**

VIII. **Evaluation and grade assignment**

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
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<tbody>
<tr>
<td>I. Course orientation</td>
<td>100</td>
</tr>
<tr>
<td>A. Student Information and Assignment Form</td>
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</tr>
<tr>
<td>B. Syllabus Quiz</td>
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<tr>
<td>C. Pre/post philosophy of teaching</td>
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<tr>
<td>II. Reading and writing</td>
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<tr>
<td>A. Readings responses and peer feedback</td>
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<tr>
<td>B. <em>Top Twenty in American Education</em> group activity</td>
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<tr>
<td>III. Exams</td>
<td>460</td>
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<tr>
<td>A. Pre/posttest</td>
<td>20</td>
</tr>
<tr>
<td>B. Online quizzes</td>
<td>200</td>
</tr>
<tr>
<td>C. Exams</td>
<td>240</td>
</tr>
</tbody>
</table>

**total points possible =1000**

**Grading scale:**
- **A** = 1000 – 900 points
- **B** = 899 – 800 points
C = 799 – 700 points
D = 699 – 600 points
F = 599 points and below

**Assignments:** Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

**Late work:** Assignments submitted within one week past the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit. **Final day to submit late work is TBD.**

**IX. Course Policies and Schedule**

*Advice from Dr. Ward*

- EDUC 5351 is a compacted course representing three semester credits hours which has previously been delivered as a full-semester course. Therefore, until the course is completed, “each day there will be something to do.” The “Course unit sequence” found in the left menu provides a weekly agenda for each of the five units along with the mid-term and final exam weeks.

- Read and study the syllabus prior to beginning the course. Review the syllabus periodically so that you are able to “stay one step ahead.” Create your own EDUC 5351 work schedule by merging the course assignments/due dates into your own personal calendar.

- Consider these questions . . . “Is teaching a profession?” . . . “Does our society expect its professionals to undergo rigorous training to be effective in difficult, challenging situations?” If so, then you should expect an element of rigor in your preparation for becoming a professional educator. “Work hard, have fun!”

**Week One  Orientation Unit  – Dr. Martin J. Ward**

*Student Information and Assignment Form (due TBD by 10:00 pm via the course email)*

*Syllabus Quiz (due TBD by 10:00 pm)*

*Pretest (due TBD by 10:00 pm via the course email)*

*Philosophy of Teaching Response Paper (due TBD by 10:00 pm)*

*Unit One - The profession of teaching*
Read: Chapter 1 – Status of the Profession
Chapter 2 – Development of the Profession

**Quiz (1) – Chapters 1 & 2 (due by noon on TBD)**

**Week Two**  
*Unit Two* - Major philosophies, Educational theories

Read: Chapter 3 – The Major Philosophies
Chapter 4 – The Impact of Educational Theories on Ed. Practice

**Reading Response (1): Chapter 4 (due on TBD)**
**Reading Response Reply (1): Chapter 4 (due on TBD)**

**Philosophy of Teaching Response Paper Reply (due on TBD)**

**Quiz (2) – Chapters 3 & 4 (due on TBD)**

**Week Three**  
*Unit Three* – Historical Foundations of American Education

Read: Chapter 5 – European Heritage and Colonial Experience
Chapter 6 – From Revolution to the Twentieth Century
Chapter 7 – From the Progressive Movement to the Present

**Reading Response (2): Chapter 7 (due on TBD)**
**Reading Response Reply (2): Chapter 7 (due on TBD)**

**Quiz (3) – Chapters 5 & 6 (due by noon on TBD)**

**Top 20 (submit via the course email no later than 10:00 pm, TBD)**

**Mid-term exam (submit via the course email no later than 10:00 pm, TBD)**

**Week Four**  
*Unit Four* – Legal Framework of American Schools

Read: Chapter 11 – Legal Framework for the Public Schools
Chapter 12 – Teachers, Students, and the Law

**Reading Response (3): Chapter 12 (due on TBD)**
**Reading Response Reply (3): Chapter 12 (due on TBD)**

**Quiz (4) – Chapters 11 & 12 (due on TBD)**
Week Five  

*Unit Five – Introduction to Diverse Student Populations*

Multicultural education, Multiple intelligences, Education of students with special learning needs

Read:  Pages 219 – 221 (found in Chapter 8)
       Chapter 9 – Responding to Diversity
       Chapter 10 – Students at Risk and At-Risk Behaviors

Reading Response (4):  Pgs 218-221; 231-246 (see Chptrs 8 & 9; due TBD)
Reading Response Reply (4):  Pgs 218-221; 231-246 (due on TBD)

Quiz (5) – Chapters 9 & 10 (due on TBD)

Posttest (submit via the course email no later than 10:00 pm, Monday, June 30)

Final exam (submit via the course email no later than 10:00 pm, Tuesday, July 1)

X.  

**Textbook**

XI. Bibliography

Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD, Teaching Exceptional Children, Vol. 34, No. 2, pp 72-81.


XII. 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 Website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. 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 Driftwood 101. 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. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. http://disabilityservices.tamucc.edu

XIV. Academic Honesty

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 a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm