TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Department of Teacher Education

Master of Science in Elementary Education

Master of Science in Secondary Education

EDUC 5351 – Foundations of Education in America

I. **Faculty Personal Information**

Course Instructor: Kimberly S. Reinhardt, Ph.D.

Email: Kimberly.Reinhardt@tamucc.edu

Office Location: Faculty Center, 251

Office Hours: Online via WebEx, Tuesday: 4:00 p.m. – 6:00 p.m.

Office phone: (361) 825-2674

If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you have general questions about the course content, you are expected to post your question to the Bb Discussion Forum titled Q&A. You are expected to check this forum first to seek answers for commonly asked questions. I will respond to all questions posted on the forum within a day, but likely sooner. If you are having problems with assignments and readings after checking the forum, please email me directly.

II. **Course Description and Rationale**

EDUC 5351 is a course emphasizing the professionalism of teaching, major philosophies and theories of education, historical foundations of American education and the legal framework of public schools in the context of our nation’s increasingly diverse, multicultural society. Enrollment is limited to graduate students seeking initial teacher certification.

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 populations of our nation’s schools is emphasized.

**Course Format:** This class will be on-line and will last **5 weeks**. A new unit will be presented each week during our WebEx class meeting, so it is important that you keep up with the work as it is assigned. If any you have trouble using on-line classes a student tutorial is available on the Island Online website http://iol.tamucc.edu and the island helpdesk phone number is 361-825-2825.
III. Required, Supplemental and Optional Course Materials

  (other editions may be acceptable for use, although you are responsible to align the older version with the 7th edition)

IV. §149.1001. Teacher Standards

(1) Standard 1--Instructional Planning and Delivery.
Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(2) Standard 2--Knowledge of Students and Student Learning.
Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(3) Standard 3--Content Knowledge and Expertise.
Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(5) Standard 5--Data-Driven Practice.
Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

*Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.*
*Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.*

V. Pedagogy and Professional Responsibilities Domains and Competencies

The five TExES EC-12 PPR competencies (out of 13 total TExES EC-12 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 within Domain II)

**Domain III. Implementing Effective, Responsive Instruction & Assessment** (No major emphasis 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.

**VI. High Impact Educational Practices (within in EDUC 5351)**

- Common Intellectual Experiences
- Learning Communities
- Collaborative Assignments and Projects
- Diversity/Global Learning

**VII. Technology Competencies**

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.
Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources

VIII. Student Learning Objectives

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

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. Develop awareness of the “historical evolution” of special education in our nation.

E-4. Acquire professionalism in speaking and writing about persons with disabilities.

IX. Instructional methods and activities

Methods and activities for instruction include:
This course will be delivered on-line course and will **meet weekly via WebEx.** It will involve readings from the required textbook and online sources; you are expected to read the entire textbook, although selected chapters will be assigned. These readings will inform the course activities, discussions, quizzes, and reflections.

This course is reading intensive, include research via the TAMUCC library database and therefore it is critical that the assigned chapters are read carefully in order participate in discussion forums, complete activities, write reflections, analyze teaching, and complete quizzes.

**X. Assignments/Calendar**

These are the topics that will be covered during each week. You must read the corresponding text **BEFORE** each week. In other words, on the first day of class, be prepared to address the first chapter.

Your assignment **due dates are posted in the Bb calendar,** and you are expected to subscribe to the calendar and refer to is if you have questions about any due date.

Each of the five weeks in this course corresponds to a Unit. In other words, Unit 1 contains the materials and assignment for Week 1.

- Week 1 - May 30-June 5 – Unit 1
- Week 2 – June 6-June 12 – Unit 2
- Week 3 - June 13- June 19 – Unit 3
- Week 4 - June 20 - June 26 – Unity 4
- Week 5 - June 22 - June 30 – Unit 5

**All work will be submitted online via Bb,** although it is expected that you will work on and access documents in the GoogleDrive. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. Late work will not be accepted unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.

**This course begins on a Tuesday, therefore, for this course, a week runs from Tuesday through Monday, and Week 5 only has four days.**

As a graduate level course, your leaning is based on the assumptions that:

- You will read all assigned reading materials.
- You will access the TAMUCC library data base to gather, evaluate, and apply applicable
research.

- You will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course via Discussion Forum.
- Your participation will reflect prior completion of reading assignments.

1. Attendance

- Synchronous class meetings – Due Tuesdays
  We will meet as a class weekly on Tuesday to collaborate and discuss relevant course topics. You will be expected to participate synchronous activities with your peers to foster your understanding of the foundation of American education.

- Course reading
  You are expected to read the entire textbook. In order to prepare for course assignments, the order is not chronological.
  
    o Part I
    o Part IV
    o Part II
    o Part III
    o Part V

2. Active Participation

- Orientation – – Due Tuesday, May 30th
  You will complete an “I Am From” poem to be shared on the first day of class. It must be placed into the class GDrive in the folder “Orientation” and be clearly labeled with your name.

- Field-based Observations – Due week 5
  You must schedule and complete 15- hours of field based classroom observations. These observations are applied to your certification plan, which requires 30-hours of observations. Please review the “Requirements for Certification Handbook” for details about the observation requirement, contact information for school districts, and the paperwork for the required documentation.

  For summer, it is recommended that you complete your observations with our partner district West Oso ISD. Their summer school sessions are at West Oso High School and JFK Elementary between June 6th and June 23rd.

3. Quizzes

- Course Orientation/ Syllabus Quiz – Due Wednesday, May 31st
In order to prepare for this quiz study your syllabus thoroughly and review our Bb course to map out the corresponding assignments.

- **Quizzes over course reading** – Due Mondays
  You will complete a quiz for Parts I – IV of the textbook, although it is expected that you will read the entire book.

4. **Philosophy of Teaching** – This assignment has three parts, due Weeks 2, 3, & 5

- **Part 1: Initial Philosophy of Teaching paper** - Due end of Week 2
  Write a Philosophy of Teaching paper and submit it via the Discussion Forum by the end of Week 2. You will be expected to use these guidelines and to draw from the reading in your textbook.

- **Part 2: Peer Response to Philosophy of Teaching** – Due end of Week 3
  The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Teaching Response Reply to four classmates assigned by Dr. Reinhardt. Respond to your four assigned classmates’ papers to provide constructive feedback for improvement.

- **Part 3: Revised Philosophy of Teaching** – Due at the end of Week 5
  Based on further course reading and class discussion, you will synthesize this information and your peer’s feedback to develop a final draft of your PoT. It must be submitted to Bb for a final grade.

4. **Research and Critical Conversations**

- **Critical Conversations** – Initial post due on Thursday/ Response to peer due Monday
  Reading will be assigned during the course to address difficult topics in American education. You are expected to read the assigned article, then research an additional resource you can use in your own classroom to address the topic. Resources can include but are not limited to films, TED Talks, organizational websites, unit of lesson plans, children’s or young adult literature or exemplar programs at schools, but this resource should not be another article. The objective of finding these resources is that it should be useful for your classroom. You will post your resource, with a brief rationale for your choice. To promote interaction among classmates and help build a socially just community in our classroom, you will select one resource that a classmate has posted, review it, then respond to its value within your own classroom.

  o “Equity for English-Language Learners”
  o “Equity vs. Equality: 6 Steps Toward Equity”
  o “On Racism and White Privilege”
  o “Teaching Toward Consciousness”

- **Developing Cultural Competence Research Project** – Due last class meeting on June 27th
This will be a collaborative project; Dr. Reinhardt will assign groups. You will collaborate to research and write a paper that explores the importance of cultural competence to meet the needs of diverse populations in the classroom. These populations include students with exceptionalities, gender diversity, socioeconomic diversity, racial and ethnic diversity, and language diversity.

To begin, review the various types of diversity and its impact school achievement that are discussed in Chapter Eight. As a group, you will select a type of diversity discussed in the chapter, then conduct a review of empirical research related to this topic based on the diverse student population you select. You must cite at least two research studies in your group’s final paper. Additionally, you will share three artifacts ( instructional materials) that have been adapted for your population of diverse learners. Finally, your group will present your findings and artifacts to the class in our last class meeting in a TEN minute presentation. In order to meet this strict time limit, your group will need to develop materials for the audience that can be distributed to supplement your presentation. All materials must be saved in the class GDrive AND be uploaded to Bb for grading. This inquiry is purposefully vague as it is important that your group collaborates to define what the key components are toward becoming culturally competent teachers.

XI. Evaluation and Grade Assignment and Overview of Course Requirements

All work will be submitted online via Bb. You will complete assignments and share them in the GoogleDrive for collaborative purposes, but assignments will only be graded if you submit them to Bb. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. Late work will not be accepted unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.

As a teacher, you will be judged by parents, other teachers, your administration and the public in your actions, your speech, and your writing. It is vital to strive for excellent in communication in all areas.

In this course, you will always be graded on the quality of your writing. You are a model for our profession and your expertise in written communication is paramount. Seek assistance from the Center for Academic Student Achievement to improve your skills.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Graded Value</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>WebEx Meetings on Tuesday</td>
<td>5 points each, 5 meetings</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Field-based Observations</td>
<td>15 hours</td>
</tr>
<tr>
<td>Orientation Presentation via WebEx</td>
<td>100 points</td>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus &amp; Bb Quiz</td>
<td>25 points</td>
</tr>
<tr>
<td>Online Chapter Quizzes</td>
<td>40 points, 4 quizzes</td>
</tr>
<tr>
<td><strong>Philosophy of Teaching</strong></td>
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<tr>
<td>Initial PoT</td>
<td>60 points</td>
</tr>
<tr>
<td>Peer Response to PoT</td>
<td>40 points</td>
</tr>
<tr>
<td>Final PoT paper</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Research and Critical Conversations</strong></td>
<td></td>
</tr>
<tr>
<td>Critical Conversations</td>
<td>50 points, 4 responses</td>
</tr>
<tr>
<td>Developing Cultural Competence Research Project</td>
<td>140 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading scale:

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>LETTER GRADE</th>
<th>PERCENTAGE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>94%-100%</td>
</tr>
<tr>
<td>On-Degree Level Work</td>
<td>B</td>
<td>85%-93%</td>
</tr>
<tr>
<td>Minimal/ Needs Improvement</td>
<td>C</td>
<td>75%-84%</td>
</tr>
<tr>
<td>Poor/ Attempted and Submitted</td>
<td>D</td>
<td>65%-74%</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0-64%</td>
</tr>
</tbody>
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**II. University Policies and Procedures**

You must review and acknowledge each of the course policies located in the “Welcome & Course Polices” section of Bb.

a. **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/).

b. **Disability Statement**

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/.
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.
c. 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.
d. Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/
e. 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.
f. 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.
g. 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 Rule13.02.99.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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

h. SACS statement
Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Classroom access is strongly recommended for students enrolled in this teacher education degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum
Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

- Clear central idea carefully and coherently developed with intended emphasis
- Correct grammar; no persistent mechanical errors
- Neat appearance with evidence of having been carefully proofread
- Academic integrity and honesty
- Full documentation of research work

References cited using APA style (except in Discussion postings in online classrooms). A Pocket Guide to APA Style is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: http://www.apastyle.org/

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014.

i. Classroom Participation
In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page. Assignments submitted prior to the official start date will not count toward your participation.

Financial aid may be negatively affected if class participation as defined above is not met.
If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

j. Nonacademic misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either
• The instructor’s ability to conduct the class,
• The inability of other students to profit from the instructional program, or
• Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action.
• Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

k. Sexual misconduct
Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
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.


