I. EDUC 5351 – Foundations of Education in America
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.

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

A. Common Intellectual Experiences

B. Learning Communities

C. Collaborative Assignments and Projects

D. Diversity/Global Learning

**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

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. Develop awareness of the “historical evolution” of special education in our nation.
E-4. Acquire professionalism in speaking and writing about persons with disabilities.
## Alignment of EDUC 5351 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR 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>
</thead>
<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. E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses Quizzes Exams Multiple intelligences module Brave in the Attempt Rdng Rspn</td>
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<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 Quizzes Exams 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 Quizzes Exams Students with disabilities module Brave in the Attempt Rdng Rspn</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 response paper Professional org. membership Reading responses Quizzes 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. 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.</td>
<td>Philosophy of teaching Professional org. membership 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) 10pts

2. Syllabus Quiz
   Complete the course Syllabus Quiz. 10pts. In order to prepare for this quiz study your syllabus thoroughly

3. Philosophy of teaching
   Complete the Philosophy of Teaching Response Paper (see “Assessments”) and submit via the Discussion Forum 40pts

   The second part of the philosophy of teaching assignment involves responding to your peers’ work. The Philosophy of Teaching Response Paper Reply to four classmates.
   Respond to any two items of four classmates’ papers (eight total responses). 8 responses each 5pts. Total 40pts.

B. Reading and writing

1. Reading responses
   Four Reading Responses (Chapters 4, 7, 12) Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion 50pts each, 200 total points possible.

   The Reading Response Reply to a classmate ten points each, 30 total points possible.

2. Top Twenty in American Education
   This assignment involves a 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 two parts of this assignment are as follows:
   Part I – Develop a written paper of the Top Twenty in American Education you have Selected.
   Part II – Develop a power point presentation of your Top Twenty in American Education

   This is a formal written paper accompanied by a power point presentation of the persons, place or events as your Top Twenty in American Education.

   Specific directions for this assignment are provided in the “Assessments” section. The finalized Top Twenty in American Education written paper and power point presentation is to be posted via Bb Messages. Total 200pts.
C. Exams

1. 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 posted in assessment folder The fourth and fifth quizzes over Chapters 9, 10 and 11 are posted in assessment folder 40pts each, 200 total points possible.

2. Mid-term and final exams
The mid-term exam (see the “Exams” folder in “Assessments”) will be comprised of varied objective items with a 90 minute time limit. One hundred and twenty points possible to be turned in via Bb Messages.

The final exam (see the “Exams” folder in “Assessments”) will be a short essay exam with a two-hour time limit. 120 possible points; Turn in via Bb Messages.

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>
</tr>
</thead>
<tbody>
<tr>
<td>I. Course orientation</td>
<td>100</td>
</tr>
<tr>
<td>B. Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>C. Pre/post philosophy of teaching</td>
<td>80</td>
</tr>
<tr>
<td>II. Reading and writing</td>
<td>440</td>
</tr>
<tr>
<td>A. Readings responses and peer feedback</td>
<td>240</td>
</tr>
<tr>
<td>B. Developing Cultural Competence Research Project</td>
<td>200</td>
</tr>
<tr>
<td>III. Exams</td>
<td>460</td>
</tr>
<tr>
<td>B. Online quizzes</td>
<td>200</td>
</tr>
<tr>
<td>C. Exams</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>total points possible = 1000</td>
</tr>
</tbody>
</table>

You must sign in and review blackboard assignments log in your usage time every week. I will review your on line time and participation daily.

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: See Blackboard for policy: LATE ASSIGNMENTS:

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. This includes both Discussion Board Posts and Application Assignments. There may be exceptions to this based on prior agreements with the professor. Please do not submit a late assignment without gaining advance approval from professor to do so. It will not be graded. ALL approved late work will be subject to automatic grade reductions (one letter grade for each day late).

NOTE: ALL ASSIGNMENTS MUST BE ATTEMPTED. PLEASE DO NOT ASSUME YOU WILL PASS THIS COURSE WITHOUT ATTEMPTING AND SUBMITTING EACH ASSIGNMENT (Applications and Discussion Board posts). YOU WILL BE SUBJECT TO FAILING THIS COURSE IF YOU DO NOT ATTEMPT AND SUBMIT EVERY ASSIGNMENT, REGARDLESS OF CURRENT OR FINAL OVERALL COURSE AVERAGE. WALDEN POLICY!

Approved late work will have up to the date allowed by professor to be submitted but must have professor's prior approval.

BEYOND LAST DAY OF COURSE SUBMISSIONS NOTE: There cannot be any assignments turned in past the LAST day of the course AS PER THE COURSE TERM CALENDAR.

IX. 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 ( ).

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. ( ) is the last day to drop a class with an automatic grade of “W” this term.
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504

• 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!”

These modules are subject to change, but students will be notified in advance.

**Module One - Week One**

*Orientation Unit – EDUC 5351-Foundations of American Education*

- **Student Information and Assignment Form**
- **Syllabus Quiz**
- **Philosophy of Teaching Paper**

*Unit One - The profession of teaching*

Read: Chapter 1 – Status of the Profession
Chapter 2 – Development of the Profession

**Quiz (1) – Chapters 1 & 2**

**Module Two - Week 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**
**Reading Response Reply (1): Chapter 4**

**Philosophy of Teaching Response Paper Reply**

**Quiz (2) – Chapters 3 & 4**

**Module 3 - Week 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**
**Reading Response Reply (2): Chapter 7**

**Quiz (3) – Chapters 5 & 6**

**Module 4 – Weeks 4 & 5**

**Week Four**
*Mid-Term Exam and Top Twenty in American Education*

Mid-term exam (submit via Bb Messages)

Top 20 paper (submit via Discussion Forum)  
Top 20 Power Point  
Finalize Top 20 project (submit via Bb Messages)

**Week Five**
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
Reading Response Reply (3):
Quiz (4) – Chapters 11 & 12

Module 5 – Weeks 6 & 7
Week Six
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

Week Seven
Developing Cultural Competence Research Project
You will conduct 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. You will submit your final presentation for grading. 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 work toward defining what the key components are toward becoming culturally competent teachers.

Quiz (5) – Chapters 9 & 10 (submit via Bb Messages)
Final exam (submit via Bb Messages)

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.


