EDUC 5303 Cultural Foundations  
University of St. Thomas  
School of Education

Professor: Dr. Walter Hunt  
E-Mail: huntw@stthom.edu

Telephone Number: 832-928-4971 (cell) Feel free to call between 5:00 – 8:00 PM on Mon., Tues., and Wed.

Place and Time: Klein Multipurpose Center Room 402  
7500 FM 2920, Spring, TX 77379  
Thursdays 5:00 – 9:00 PM

For Assistance  
UST Education Department: Ms. Patty Lyerly, 713-525-3544; Malloy Hall  
UST IT Help Desk: 713-525-3544

Required Texts  

Recommended Text  

Course Description  
The course will examine the social and cultural foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

Specific Course Competencies  
1) Identify people, organizations and trends in the history of American education;

2) Recognize the historical, continuing nature of major issues in education such as "Who should be educated and why?" and "What should be taught?"

3) Evaluate and cite specific examples of how the belief of society both shape the goals and structure of educational institutions;

4) Analyze current propositions for change and betterment of schools

5) Develop organizational and presentational skills in order to communicate recommended actions to an appropriate body of decision makers.

COURSE REQUIREMENTS  
The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

A fundamental value in this course is students want to learn for learning’s sake and for professional development and that students pursue education for its own sake, not only for grades, prestige, or any other external motive.
Attendance, Readings, and Engagement:
Students are expected to be present for class and fully participate in all class discussions. All readings are expected to have been completed in preparation of your final exam. Students are expected to be engaged in the class and group conversation. **The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.**

Absence:
Absence, which means students are not present in the class as required, can result in the renegotiation of this contract. After two absences, the student will be administratively withdrawn from the class. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent twice from class, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

Assignments:
All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit electronic copies of written assignments by the day they are due before 5:00 PM according to the class schedule.

The following assignments are required to have been accepted as master’s level work in order to receive at least a B in this course. The professor expects that all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student. Assignments are subject to change.

1. **A. Inquiry-Based Paper:**
   Length: Three to five pages maximum. This is an Individual Project. Investigate an educational organization from the list provided below*. For each organization investigated, tell when it was founded, its major goals, major services offered, and, especially, educational services offered to educators or members. Also state whether or not you think this organization is relevant and useful to today’s educators. If pertinent, mention the costs to educators to join and how much information and access is free online or available.

   **B. Educational Organization Presentation and Handout:**
   Length: Ten to fifteen minutes maximum. The presentation should include the salient points from the inquiry-based paper on the assigned educational organization. Be sure to provide a 1-page handout to classmates with pertinent information on the educational organization. The presentation MUST include technology, i.e. PowerPoint, Prezi, etc. A rubric will be provided.

   *Educational Organizations (for Inquiry-Based Paper): see below

**Achieve**
Achieve is a resource for governors, business leaders, others seeking to improve student achievement and raise the level of educational standards. Its web site includes annual reports, information on benchmarking and other initiatives, and a national clearinghouse database for researching academic standards.

**American Association of School Administrators (AASA)**
AASA is the professional organization for over 16,500 educational leaders across North America. Its primary responsibilities include improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders.

**American Association of School Personnel Administrators (AASPA)**
AASPA represents school personnel professionals, including personnel/human resource administrators, personnel
support staff, superintendents, principals, and graduate students interested in this field. It provides resources, professional development activities, and networking opportunities.

**American Educational Research Association (AERA)**
AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.

**American Federation of Teachers (AFT)**
AFT is an 900,000-member union of public and professional employees, including public and private school teachers, paraprofessionals and school-related personnel (PSRPs), higher education faculty and professionals, employees of state and local governments, nurses and health professionals.

**American Society for Engineering Education (ASEE)**
The American Society for Engineering Education (ASEE) is a nonprofit organization of individuals, institutions, and companies dedicated to improving all aspects of engineering education.

**Association for Supervision and Curriculum Development (ASCD)**
ASCD is an international, nonprofit, nonpartisan education association committed to the mission of forging covenants in teaching and learning for the success of all learners. Founded in 1943, ASCD provides professional development in curriculum and supervision; encourages research, evaluation, and theory development; and disseminates information on education issues ranging from inclusion to parent involvement, learning styles to school leadership.

**The College Board**
The College Board is an association of schools, colleges, universities, and other educational organizations in the U.S. and abroad. The organization facilitates access to higher education and promotes high academic standards through programs and services in college admissions, guidance, financial aid, assessment, and teaching and learning. It also conducts professional development programs, forums and conferences, policy analysis, and public outreach. As an authority on access to higher education, the College Board is a leading source of information on trends and innovations affecting students, parents, schools, and colleges.

**Consortium for School Networking (CoSN)**
CoSN is the national voice for advocating access to the emerging National Information Infrastructure in schools.

**Council of Chief State School Officers**
The Council of Chief State School Officers is a nationwide, nonprofit organization composed of public officials who lead the departments responsible for elementary and secondary education in the states, the U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. In representing chief education administrators, CCSSO works on behalf of the state agencies that have primary authority for education in each state.

**Council of the Great City Schools**
The Council of the Great City Schools brings together some of the largest urban public school systems in the country in a coalition dedicated to the improvement of education in the inner cities. By keeping Congress, the media and the public informed about the problems facing urban schools and the critical need to ensure that today's students receive an education based on high standards and expectations, the Council helps to set the course for the survival of our cities, the productivity of our citizens, and the future of our nation.

**Education Commission of the States**
The Education Commission of the States (ECS) is a national nonprofit organization that helps state leaders improve education for all young people. The ECS online service offers information about what's going on throughout the country on a host of current hot issues in education, such as school-to-work policies and programs, various efforts to improve student achievement, school governance, charter schools, school finance and a number of topics related to the cost and quality of higher education.
Education Policy Analysis Archives
This is a peer-reviewed journal of education policy topics published by the College of Education at Arizona State University. Includes abstracts and full text of articles published in EPAA and how to participate.

Education Week on the Web
This is the place on the World Wide Web for people interested in education reform, schools, and the policies that guide them.

EDUCAUSE World Wide Web Server
Now a merged organization of two separate but related groups - EDUCOM and CAUSE - EDUCAUSE is a non-profit association whose mission is to advance higher education by promoting the intelligent use of information technology. With a current membership of more than 1,800 colleges, universities, and education organizations, and including over 180 corporations the association has a combined history of over 30 years leading the nation's educational community in integrating information technology into classrooms, curricula and research.

International Reading Association (IRA)
The International Reading Association seeks to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques; serving as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; and actively encouraging the lifetime reading habit.

International Society for Technology in Education (ISTE)
The International Society for Technology in Education is a nonprofit professional organization dedicated to the improvement of education through computer-based technology.

Laura Bush Foundation for America's Libraries
The Laura Bush Foundation for America's Libraries provides grants to school libraries across the country to purchase books. It is a component of the Community Foundation for the National Capital Region in Washington, D.C.

National Academy of Education (NAEd)
NAEd advances the highest quality education research and its use in policy formation and practice. Founded in 1965, the Academy consists of U.S. members and foreign associates who are elected on the basis of outstanding scholarship or contributions to education. Since its establishment, the Academy has undertaken numerous commissions and study panels which typically include both NAEd members and other scholars with expertise in a particular area of inquiry.

National Academy Foundation (NAF)
The National Academy Foundation (NAF) is a national network of high school career academies predominately based in urban districts--schools within schools using career-themed curricula created with current industry and educational expertise. Each year, NAF serves more than 50,000 students in over 500 Academies in 40 states and D.C. through the Academy of Finance, the Academy of Engineering, the Academy of Hospitality & Tourism, and the Academy of Information Technology.

National Association of State Boards of Education (NASBE)
The National Association of State Boards of Education (NASBE) is a nonprofit, private association with 501(c)(3) tax-exempt status that represents state and territorial boards of education. Our principal objectives include strengthening state leadership in educational policymaking; promoting excellence in the education of all students; advocating equality of access to educational opportunity; and assuring continued citizen support for public education.

National Association of Elementary School Principals (NAESP)
The association offers professional development training programs, regional and national conferences, and a broad
range of regular periodicals, including the award-winning PRINCIPAL magazine, with reports on the latest research along with practical advice from administrators. NAESP also offers comprehensive legal assistance, salary and contract review, and services for students, including the American Student Council Association.

**National Association of Secondary School Principals (NASSP)**
The NASSP serves all leaders in middle school and high school education. This web site contains education news and information for parents, principals and aspiring principals, and also serves as the web site for NASSP supported student activities including the National Honor Society, National Junior Honor Society, American Technology Honor Society, National Association of Student Councils, National Association of Student Activities Advisors, the National Alliance of High Schools and National Alliance of Middle Level Schools.

**National Association of State Universities and Land-Grant Colleges**
The NASULGC is a voluntary, non-profit association of public universities, land-grant institutions and many state university systems, the National Association of State Universities and Land-Grant Colleges (NASULGC) has member campuses in all 50 states and the U.S. territories.

**National Center on Education and the Economy (NCEE)**
The NCEE is organized to provide tools, professional development programs, technical assistance services, and other resources to support standards-based reform. The NCEE web site includes information about New Standards: Performance Standards and Assessments for the Schools. National Council for Private School Accreditation (NCPSA)

NCPSA was established in 1993 to support the development of a national entity that would serve as an accrediting association of private school accrediting agencies.

**National Council for the Social Studies**
NCSS is devoted solely to social studies education and engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education.

**National Council of Teachers of English (NCTE)**
The National Council of Teachers of English, the world's largest subject-matter educational association, is devoted to improving the teaching of English and the language arts at all levels of education. Since 1911, NCTE has provided a forum for the profession, an array of opportunities for teachers to continue their professional growth throughout their careers, and a framework for cooperation to deal with issues that affect the teaching of English.

**National Council of Teachers of Mathematics (NCTM)**
NCTM is a nonprofit, nonpartisan education association with more than 110,000 members and 260 affiliated groups located throughout the United States and Canada. Founded in 1920, NCTM is dedicated to improving mathematics teaching and learning, kindergarten through high school. NCTM's Curriculum and Evaluation Standards for School Mathematics (1989), Professional Standards for Teaching Mathematics (1991), and Assessment Standards for School Mathematics (1995) make recommendations about what mathematics students should learn, what teachers themselves should accomplish as professionals in the classroom, and what criteria should be used to evaluate student performance and the effectiveness of mathematics programs. The NCTM Standards encourage rich mathematical opportunities for all children in all mathematics classrooms.

**National Education Association (NEA)**
NEA's Web site offers parents and teachers, citizens and students -- everyone interested in creating great schools -- a handy starting point for Web exploration. We're your neighbors, the folks who teach your kids and staff your schools. We're the over 2.3 million members of the National Education Association, and we hope this site can help public education work for every child and every family.

**National Forensic League (NFL)**
The National Forensic League (NFL) promotes secondary/middle level debate and speech communication
education and interscholastic contests. With more than 3,000 member schools in all 50 states, NFL provides educators with several free and low-cost classroom resources and professional development initiatives. The NFL embraces diversity, interconnection, and empowers students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.

**National Parent Teachers Association (PTA)**
Celebrating its 100th Anniversary in 1996, this web site for the NPTA helps them promote their mission of: to support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; to encourage parent and public involvement in the public schools of this nation.

**National Rural Education Association (NREA)**
Formerly known as the REA, NREA traces its origins back to 1907 when it was originally founded as the Department of Rural Education. Through the years it has evolved as a strong and respected organization of rural school administrators, teachers, board members, regional service agency personnel, researchers, business and industry representatives and others. NREA is a membership organization that operates as a tax-exempt, non-profit, entity. It is directed by an elected executive committee consisting of national representatives of rural school administrators, rural school teachers, state education agencies, educational service agencies, higher education, rural school district boards, at-large constituencies and affiliated state associations.

**National School Boards Association (NSBA)**
NSBA is the nationwide advocacy and outreach organization for public school governance. NSBA's mission is to foster equity and excellence in public elementary and secondary education in the United States through school board leadership. They achieve this mission through a unite effort with state school boards associations who are our Federation Members.

**National Science Teachers Association**
The National Science Teachers Association (NSTA) is committed to the improvement of science education at all levels -- preschool through college. To address subjects of critical interest to science educators, the Association publishes five journals, a newspaper, and a number of special publications. NSTA provides many programs and services for science educators, including awards and scholarships, teacher training workshops, educational tours, and an employment registry. NSTA offers professional certification for science teachers in eight teaching level and discipline area categories.

**National Staff Development Council (NSDC)**
NSDC is the largest not-for-profit education association focused solely on the issues of school improvement and professional development. The Council has more than 12,000 members, primarily from the U.S., from all areas of education: teacher leaders, principals, staff developers, central office administrators, superintendents, regional and state-level technical assistance providers, and professors.

Others: NAME or Teaching Tolerance organization; League of Latin American Citizens (LULAC); National Association for the Advancement of Colored People (NAACP); B’nai B’rith; American-Arab Anti-Discrimination League; National Organization of Women (NOW) or AAUW (formerly American Association of University Women); American Counseling Association (ACA) and others in your area

2. **Reaction Papers:** Each class period, you will respond to the Joel Spring readings. Your paper should include a minimum of three (3) salient points from the reading, as well as something meaningful that caught your attention. Your reaction paper should be **2 pages in length** in order to receive full credit. Be sure to include a section that relates the reading to your current practice or the public education system. In total, you will have four (4) reaction papers.

3. **Journal Reflections:** After each class lecture you attend, you are to write a short reflection on each making sure you reflect on the readings, class lecture, class discussions, and presentations. Ensure you
reflect thoroughly on how the course content impacts your personal and professional practice. This will be a cumulative assignment that is due on the last class day.

4. **Alexander Case Scenarios:** Each week, you will answer the Alexander case scenarios according to what you read in the legal book. Remember to stick to what the law states not base your responses on emotions or what you think is right-stick to the law!

5. **Midterm Exam:** The exam will cover LM1-LM6. Check out sample questions in your weekly quizzes and review terms in flash cards. You have 2 ½ hours to complete 50 multiple-choice questions and/or essay. Select a situation with no distractions or interruptions. When you complete the exam, hit the SUBMIT button. Once in a while a student may be knocked out in the middle of an exam. If this happens, please e-mail or call me immediately.

6. **Final Exam:** The exam will cover LM7-LM12. Check out sample questions in your weekly quizzes and review terms in flash cards. You have 2 ½ hours to complete 50 multiple-choice questions and/or essay. Select a situation with no distractions or interruptions. When you complete the exam, hit the SUBMIT button. Once in a while a student may be knocked out in the middle of an exam. If this happens, please e-mail or call me immediately.

**EVALUATION/GRADING**

15%: Inquiry Project  
5%: Presentation and Handout  
5%: Journal Reflections  
15%: Reaction Papers inclusive of professionalism, attendance & participation  
10%: Alexander Case Scenarios  
25%: Midterm  
25%: Final  
100%

<table>
<thead>
<tr>
<th>Alpha</th>
<th>Lowest</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>B+</td>
<td>86</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
<td>69</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59</td>
</tr>
</tbody>
</table>

**Master’s Level Work** is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration.

**Incompletes** are given only at the discretion of the professor for reasons considered serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.
PEDAGOGY

**EDUC 5303 Cultural Foundations** uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, and keep the conversation on topic. The role of students is to come to the class with assignments completed and pondering the readings in order so we can have a scholarly conversation with classmates and professor and can integrate the readings with their professional lives and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION

For retention in **EDUC 5303 Cultural Foundations** and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This online class functions on the **honor system**. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate the honor system, integrity, plagiarism. Dismissal is not limited to academic dishonesty and plagiarism.

**Plagiarism** is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism. **Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.** Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.
AMERICANS WITH DISABILITIES ACT

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students should contact the professor before class or request time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to contact the professor immediately. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor receives word in writing from the officer in charge of ADA compliance.

TOPOCAL OUTLINE-Subject to change on short notice

**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Course Documents.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Thurs. 5/28</td>
<td>Introduction, Syllabus, Cultural Stereotypes, Chapter 1 in Spring, Chapter 1 in Alexander &amp; Alexander, Get Inquiry Project Assignment (Paper and presentation due on 6/25/15)</td>
</tr>
<tr>
<td>LM 2-4</td>
<td>Thurs. 6/4</td>
<td>Discuss Chapters 2-4 in Spring, Discuss Chapter 4 in Alexander &amp; Alexander, Reaction Paper Due, Alexander Case Scenario Due</td>
</tr>
<tr>
<td>LM 5-6</td>
<td>Thurs. 6/11</td>
<td>Discuss Chapters 5-6 in Spring, Discuss Chapters 5 &amp; 7 in Alexander &amp; Alexander, Reaction Paper Due, Alexander Case Scenario Due, Mid-Term Exam</td>
</tr>
<tr>
<td>LM 7-9</td>
<td>Thurs. 6/18</td>
<td>Discuss Chapters 7-9 in Spring, Discuss Chapters 8-9 in Alexander &amp; Alexander, Reaction Paper Due, Alexander Case Scenario Due, Inquiry-Based Paper and Presentation Due</td>
</tr>
<tr>
<td>LM 10-12</td>
<td>Thurs. 6/25</td>
<td>Discuss Chapters 10-11 in Spring, Discuss Chapters 14 &amp; 17 in Alexander &amp; Alexander, Reaction Paper Due, Alexander Case Scenario Due, Reflection Journal Due, Final Exam</td>
</tr>
</tbody>
</table>