COUN 5303 Cultural Foundations
Online Course
University of St. Thomas
School of Education

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Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

COURSE DESCRIPTION:
This graduate level 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. Unlike courses that focus on teaching methodology, this course is geared towards a more understanding of the ideological and theoretical underpinnings that underlie contemporary educational practices within a cultural context. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues. These are, indeed, exciting times for the study of Cultural Foundations of Education. The American society is undergoing a rapid change with rapid demographic reconfigurations due to increased immigrations, new reforms in education, resegregation of schools, inner city decline amidst calls for urban renewal as well as increasing budgetary deficits.

Required Texts

Recommended Text

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 and participate in all class discussions online via BB. All readings are expected to have been completed in preparation of your midterm and final exams. 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 on BB.

Absence

Absence, which means students are not present/logged in the online class as required, can result in the renegotiation of this contract. After two absences from BB, the student will be administratively withdrawn from the class. After the first absence, the professor and student will have an online/SKYPE 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 BB, 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, 3rd Person and 12-point. Students will submit electronic hard copies of written assignments on the day they are due according to the schedule. The following assignments are required. The professor expects that all assignments are submitted when required by the syllabus.

Professional Organization PowerPoint:

Length: 7 to 10 slides maximum. Investigate an educational organization from the list provided below*. For each organization investigated

- Identify when it was founded
- Note the political and/or economic issues associated with its development
- Identify major goals
- Identify major services offered to educators or members
- Note whether you think this organization is relevant and useful to today’s educators
- Note how this organization supports or challenges the school counseling profession
- Note the costs to educators to join
- Note how much information and access is free online or available.

You will submit a PowerPoint to be present in class. Each presentation will last 5 minutes.

*Educational Organizations (for Professional Organization PowerPoint): see below

American Counseling Association

As the world's largest association representing professional counselors in various practice settings, the American Counseling Association stands ready to serve more than 55,000 members with the resources they need to make a difference. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.

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 School Counseling Association
The American School Counselor Association (ASCA) supports school counselors’ efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

**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.

**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 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 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 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 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 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.

**Texas Counseling Association**
The Texas Counseling Association provides leadership and advocacy for the counseling profession, while supporting optimal development and mental health for all.

**Texas School Counseling Association**
Our mission is to serve professional school counselors by advocating for and advancing the role of the professional school counselor and the comprehensive school guidance and counseling program throughout Texas.

**Counseling Principles:**
Read the assigned chapters in your Remembering the Past, Shaping the Future: A History of School Counseling text. You are to construct a visual illustration that reflects the ideas you found to be important in the form of a table, slide, diagram, webpage, brochure or flyer. Be sure you stay on topic and do not go off task. Once you complete the assignment, submit it in blackboard.

Researched Debate:

As a school counselor you serve as an advocate for children. Find 2 research articles specific to the following topics and submit the copies of these articles in blackboard under Research Debate. During class in groups, you will be assigned a position on the topic so be prepare to debate using your research. Remember to stick to the research. Do not base your responses on emotions or what you think is right-stick to the research!

What position or role would a counselor take or serve in this situation?

- Week 1: Freedom of Speech
- Week 2: Expression of Religion
- Week 3: Student Discipline
- Week 4: Ethics on High Stakes Testing

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 2 essay questions. 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.

Final Exam

The exam will cover LM9-LM13. Check out sample questions in your weekly quizzes and review terms in flash cards. You have 2 ½ hours to complete 100 multiple choice questions. 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

20%: Counseling Principles
20%: Professional Organization PowerPoint
20%: Research Debates
20%: Midterm
20%: Final
100%

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**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 the BB discussion prepared and to facilitate conversation, and keep the conversation on topic. **I will respond to posts in general but will not go into depth to avoid patronizing or changing the direction of the conversation.** The role of students is to come to the BB discussion completed and pondered 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 to me during the first two weeks of class. 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.

TOPICAL 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>
<th>Assignments</th>
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<tr>
<td>Orientation</td>
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<td>Introduction Video</td>
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<td>Syllabus</td>
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<td>Introduce Yourself Discussion Board</td>
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<td>Orientation Quiz</td>
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<tr>
<td>LM1</td>
<td>Week 1/Module 1</td>
<td>Read the chapters &quot;The Goals of Public Schooling&quot; in Spring and Chapter 1 &amp; 2 in by Gysbers</td>
<td>Research Debate 1</td>
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<td>Complete self-quiz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
<td>Counseling Principles 1&amp;2</td>
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<td>LM2</td>
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<td>Read the chapters “The Social Goals of Schooling” in Spring</td>
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<td>LM3</td>
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<td>Read the chapters &quot;Education and Equality of Opportunity&quot; in Spring</td>
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<td>Complete self-quiz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
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<tr>
<td>LM4</td>
<td>Week 2/Module 2</td>
<td>Read the chapters “The Economic Goals of Schooling: Human Capital, Global Economy and Preschool” in Spring and Chapter 3 &amp; 4 in by Gysbers</td>
<td>Research Debate 2</td>
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<td>Research Debate 2</td>
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<td>Counseling Principles 3&amp;4</td>
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<td>LM5</td>
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<td>Read the chapters &quot;Equality of Educational Opportunity: Race, Gender, and Special Needs” in Spring</td>
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<td>Complete self-quiz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
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<td>LM6</td>
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<td>Read the chapters &quot;Student Diversity” in Spring</td>
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<td>Complete self-quiz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
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<td>Week 3/Module 3</td>
<td>LM1-LM6</td>
<td>Midterm Exam</td>
<td>Research Debate 3</td>
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<td>LM7</td>
<td>Read Chapter &quot;Multicultural and Multilingual Education&quot; in Spring and Chapter 5 &amp; 6 in by Gysbers</td>
<td>Counseling Principles 5&amp;6</td>
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<td>LM8</td>
<td>Read the chapter “Local Control, Choice, Charter Schools, &amp; Homeschooling”</td>
<td>Mid-Term</td>
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<td>LM9</td>
<td>Read Chapter &quot;Power and Control at the State and National Levels&quot; in Spring Complete self-quizz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
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<th>Week 4/Module 4</th>
<th>LM10</th>
<th>Read the chapters &quot;The Profession of Teaching&quot; in Spring and Chapter 7 &amp; 8 in by Gysbers</th>
<th>Research Debate 4</th>
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<td>Complete self-quizz to review the terms for this learning module. You may take the quiz multiple times and the score does not count toward your final grade.</td>
<td>Counseling Principles 7&amp;8</td>
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<td>LM11</td>
<td>Read the chapter &quot;Globalization of Education&quot; in Spring</td>
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| Week 4/Module 4 | LM12 | Read the chapter "Textbooks, Curriculum, E-Learning and Instruction" in Spring. View the lecture that correlates to this learning module. Take the self-quizz to see how much you can remember about the material covered in this learning module. You may take it multiple times and the grade does not count toward your final grade. | |

| Week 5 | LM14 | Professional Organization PowerPoint Due! (Submit in Learning Module 10) Final Exam! | Final Exam Professional Organization PowerPoint |