University of St. Thomas  
Houston, Texas  
COUN 5303  
Cultural Foundations  
Summer 2015

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<tr>
<th>Instructor:</th>
<th>Dr. Tijuana Frank</th>
<th>Email: <a href="mailto:frankt@stthom.edu">frankt@stthom.edu</a></th>
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<td>Locations:</td>
<td>HCC: Stafford</td>
<td>Conference: By Appointment; Call, Email, or Text</td>
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<tr>
<td>Date/Time:</td>
<td>Tuesday; 5p-9p</td>
<td>Phone: 281.536.0497</td>
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**COURSE DESCRIPTION:**
The course will examine the social 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. This course will also investigate how stable ethical standards of School Counseling function in the culture of American Education as it evolves to address cultural forces.

**REQUIRED TEXTS:**


**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.
State Adopted Proficiencies for School Counselors

- Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students’ development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- Applies procedures for coordinating resources for students within the school and community.

TExES Competencies

Competency 2 (Student Diversity) The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 3 (Factors Affecting Students) The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 008 (Collaboration with Families) The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism) The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Retention
For retention in COUN 53035 Cultural Foundations and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate both academic, personal, and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog, 2005-2006, p. 4)

Integrity & Plagiarism
Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with, and practice at all times,
the Code of Ethics of their profession. 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 or dismiss from this course, students who violate integrity (not limited to academic dishonesty and plagiarism).

Taking credit for any thought, idea, or work that is not your own, or not giving credit where it is due, is plagiarism. Plagiarism is a serious offense that will cause you to fail the course and, will begin steps of dismissal from the program and university. When writing any paper, reference your information, websites, books, etc. It is very tempting to copy and paste works off the internet, borrow friends work or change a few phrases here and there. Be sure you cite properly. Please refer to the APA manual or its website to cite properly.

Disabilities Accommodations

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

Emergency Contingency Plan

In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using Blackboard tools.

Instructional Methods and Activities

Methods and activities for instruction include:
1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
3. Field Experiences (use of community resources)

*Teaching Strategies:* The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.

**Incompletes**

No incompletes are granted in this course unless there is evidence of a medical or family emergency (documentation is required).

**Attendance, Readings, and Engagement**

- Students are expected to be present for, and participate in, all class discussions. All reading assignments are to be completed at the time class begins. Students are expected to engage in the class conversation. The written assignments are designed in such a way that students will be able to achieve master’s level work 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, which means that a student is physically not present in the discussions, can result in the renegotiation of this contract. After the first absence, you may be administratively withdrawn from the class unless the professor and student have had prior discussions. After a second absence, the professor and student will have a conference to discuss the student’s future in this class. This conference is not a guarantee of staying in the class. All students are expected to keep abreast of the responsibilities of enrollment in this class.

- Promptness, which means that a student has turned in assignments when they are due (as prescribed), is expected of students in a master’s program. The professor may take any action that she thinks is just when a student is not displaying graduate work and responsibility.

- If a student is going to be absent or tardy, they need to text, email, or telephone the professor as soon as possible.
Weekly Schedule: (subject to change)

Week 1
History and Political Goals of Public Schooling
Social Goals of Schooling
Chapters 1 & 2 American Education, 16th edition by Joel Spring
Chapters 1, 2, & 3 School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers

• Assignment due: School Governance or Oral History Assignment

Week 2
Education and Equality of Opportunity
The Economic Goals of Schooling; Human Capital, Global Economy and Preschool
Chapters 3 & 4 American Education, 16th edition by Joel Spring
Chapters 4, 5, & 6 School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers

Assignment due: School Governance or Oral History Assignment

Week 3
Equality of Educational Opportunity; Race, Gender, and Special needs
Student Diversity
Chapters 5 & 6 American Education, 16th edition by Joel Spring
Chapters 7 & 8 School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers

• Assignment due: Leader in Education Paper (4-6 pages)

Week 4
Multicultural and Multilingual Education
Local Control, Choice, Charter Schools and Home Schooling
Chapters 7 & 8 American Education, 16th edition by Joel Spring
Epilogue School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling by Norman C. Gysbers

• Assignment due: Content Analysis Assignment (3 pages)

Week 5
Power and Control at State and National Levels, Political Party Platforms and High Stakes Testing
The Profession of Teaching
Globalization of Education
Chapters 9, 10 & 11 American Education, 16th edition by Joel Spring

Final Examination: Philosophy of Education Assignment due
Assignments

All copies of assignments are submitted in hard copy when due. Electronic submissions to Blackboard is required. Assignments should be written in APA style using an acceptable word processor (to retain formatting) and attached.

Leader in Education Paper

Select a leader from the following list. Research and write about his/her writings, background, contributions and ideas. How relevant/helpful is this person’s work or contributions? Discuss the influence this person has (or has had) on education in the United States. Give credit to all sources researched. The paper should be formatted in APA style. If you do not see the leader you want to research listed below, suggest the person to your professor for approval to do the paper on him/her.

Morty Ballen - Founder/CEO of Explore Schools
Binet - (1857-1911) French/Italian creator of IQ test.
Gerald Bracey - writer of yearly “Report on Education;” skeptic about many negative claims made concerning US education; researcher into how the US does in test scores compared to other countries
Geoffrey Canada - Director of Harlem Children’s Zone in Harlem, NY
Marva Collins - American educator - started Westside Preparatory School in Garfield Park, an impoverished neighborhood of Chicago
James Conant (1893-1978) and Harlan Hanson (1925-1996)-- the beginnings of the SAT and AP programs.
Mike Feinberg—Founder, KIPP Academies
Howard Gardner – Psychologist, created “multiple intelligences” theory.
Madeline Hunter (1916-1994)—Expert on instruction; famous for lesson planning ideas
Arthur Jenson—Controversial writer on heredity and IQ
Krashen- bilingual educator/theorist
Eric Jenson—brain researcher/educator.
Johnson, D.W. and Johnson, R.T.—Cooperative learning experts
Edward (Ted) Kennedy—Influential in legislation for special education students and in other education legislation
Wendy Kopp—Founder, Teach for America
James Banks—father of Multicultural Education
Mary Elizabeth Lange-- (1784-1882) Catholic educator.
Henry Levin—“Accelerated Schools” founder
Joel Spring—controversial educators of Native Americans
Larry Payne—Houston Habitat for Humanity
Stephen Klienberg—sociologist who follows immigrant trends in the Houston area
Horace Mann (1796-1859)—Important early American educator/writer. Mentioned in our textbook numerous times!
Robert Marzano--Teaching methods expert.
J. McTigue—Curriculum/teaching expert.
Robert Reich-- Department of Labor Secretary for Bill Clinton; writer on what kind of education is needed by today’s students to be globally competitive.
Robert Slavin—Writer/researcher about at-risk students.
Albert Shanker (1928-1997)—Teacher union leader, founder of American Federation of Teachers (AFT).
Rod Paige – HoustonISD/Texas Southern University, Afro-American educator, Secretary of Education under George W. Bush (1st term)
Margaret Spelling—Secretary of Education under George W Bush’s 2nd term.
Carol A. Tomlinson—Differentiated Instruction/inclusion theorist/writer.

**School Governance Report**

A major part of exploring schools is understanding something about the governance structure within schools and school districts. This assignment gives you the opportunity to do that. Your mission is to attend a school board meeting or a site council meeting (probably the more informative choice) at the school or district in which you are placed. Attend as a thoughtful participant and write a short summary of your experience. Ask yourself these questions as you write:

- What was the purpose of this meeting?
- What was accomplished?
- What will be the ramifications of this work on teachers and students?
- Who are the people in charge of this meeting?
- Whose voice or interests do they represent?
- Would you feel comfortable as a teacher being governed by this group?
- Would you feel comfortable as a student being governed by this group? Why or why not?
- What kinds of things came to your mind during the meeting that relate to issues of social, historical, and philosophical conversations in education? If you say "nothing" I won’t believe you! In other words, connect to ideas we’ve been talking about in class.
- Finally, what was your overall reaction to the meeting? School governance reports typically run about 3 pages in length.
**Oral History Assignment**

Current rhetoric in the media suggests that schools are in dire need of repair — kids are lazy and unintelligent, teachers are unprofessional and poorly educated, and that a return to "the good old days" would be beneficial. I’m not convinced. Your task for this assignment is to interview somebody that’s at least 60 years old about his or her schooling experiences. Ask them all the appropriate nuts and bolts kinds of questions — where they went to school, what they liked or disliked about school… and so on. But then ask them some hard questions that relate to themes we’ve been talking about in class:

- Was there a difference in how rich kids and poor kids were educated?
- Was there a difference in how Caucasian and minority kids were educated?
- What kinds of supports were available for kids that didn’t do very well — had trouble reading, concentrating… and so forth.

Come up with a list of your own questions as well. Be careful in how you go about structuring this experience — you certainly don’t want to offend the person you’re interviewing. Turn in a video documentary of or about this experience. Be certain to include some footage of you debriefing the interviewee and discussing the themes that were touched on. Have fun with this one but definitely squeeze it for its educative value. Be sure not to simply recount your person’s responses. Sum them up and make an argument based on their experiences and recollections. It will be this point that separates outstanding reports from mediocre ones.

**Content Analysis Assignment**

Each of us has curriculum standards, guidelines, benchmarks, or some documents that guides what were supposed to be teaching our students. In this assignment, look critically at these documents (you may have to choose just one if many dominate your life) for messages and influences related to society and culture. For example:

- What is the "hidden curriculum" that exists within your standards document?
- Where do you see evidence of it?
- Whose agenda does it further (and at the expense of what other agenda)?
- What group(s) does it privilege/marginalize?

You will need to cite specific examples from your standards documents and be as explicit as you can about what messages you see hidden inside the document. This can be a very difficult, albeit rewarding, assignment. If you take it seriously and give it the time it demands, I think you’ll find it highly educative. Most content analyses require about 3 double spaced pages.

**Final: Philosophy in School Counseling Assignment**

It is common to be asked to include a statement of your educational philosophy with your application materials when you apply for teaching jobs. People want to know what you believe — the assumption is that what you believe will guide your actions in the classroom. It doesn’t always work this way... Having an articulate philosophy at least gives you something to fight for or strive towards. Believe adamantly in something! This assignment is designed to help you formulate a coherent philosophy statement. Most job applications will restrict your statement to 3-4 pages. Remember, you’re not only trying to state what you believe and connect to some other
ideas about teaching and learning but you’re also trying to paint a picture for readers of the kind of classroom you will strive to create. With that in mind, a good philosophy statement addresses four main ideas:

- How students learn,
- What’s worth learning
- How best to teach what’s worth learning, and
- Classroom management.

Ask yourself the following questions for each section. Don’t feel obligated to specifically answer each — use the questions to guide you as necessary.

- **Learning**: How do students learn best? What are students doing when they are learning most effectively? What kinds of things need to be in place before high quality learning can occur? Is there a particular metaphor that helps you express what you believe about learning? Why do you believe what you do about learning?

- **Curriculum**: What kinds of things are important for students to learn? Should we be teaching basic skills, subject matter knowledge, higher order thinking skills, metacognition (how to learn)… what knowledge is worth learning? Skills? Attitudes? Beliefs? Why do you believe what you do about curriculum? Is there a particular metaphor that captures what you believe about curriculum?

- **Teaching**: How does a teacher best support high quality learning? What metaphors, heuristics, or guidelines should teachers follow? What kinds of things do teachers need to consider when designing instruction? Better yet, who is a teacher? What qualities or dispositions do they need? Is there a particular metaphor that captures your beliefs about good teaching? Why do you believe what you do about teaching?

- **Management**: How does an exemplary classroom function? What’s the desired relationship between teacher and student? What should happen when student behavior falls outside the desired boundaries? How will you work to hold all kids to high standards of conduct? Why do you believe what you do about management? Is there a particular metaphor that captures what you believe about it?

**Course Requirements:**

- 15% CAP (Class attendance & participation) includes active participation in *class discussions*. (3 points per class)
- 25% Leader in Education Paper (4-6 pages)
- 10% School Governance (3 pages)
- 10% Oral History Assignment (3 pages)
- 20% Content Analysis Assignment (3 pages)
- 20% Final Exam: Philosophy of Education Assignment (3-4 pages)
- **100% Total**
# FINAL GRADE

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