EDUC 5303 Cultural Foundations
University of St. Thomas
School of Education & Human Services

Professor Dr. Bobby Martinez

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Place and Time Online

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

REQUIRED TEXTS

Recommended Text

CURRICULUM & INSTRUCTION WRITING EXPECTATIONS
In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.

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.

Attendance, Readings, Engagement & Professionalism
Each class is more than a meeting--it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (ONE) and lateness, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence. Participation in BB forum discussions is required. Participation does not just mean posting in class. Its components include careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking--in summary, informed and enthusiastic participation is essential to your success in this class.

Absence, which means students did not attend and participate fully in class will result in the renegotiation of this contract. 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. After the second absence, the student will be administratively withdrawn from the class. Again, if a student is absent more than once, 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.

Tardies/lateness
All LM will open on Monday and close on Mondays of the following week at 10:00 pm. The new LM will be opened and closed on the following Monday at the time indicated. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened. Failure to post, participate and/or show up to the LM will be considered an absence. The professor may take any action he thinks is just when a student is absent for two class sessions.

Course Evaluations
It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

Blackboard Use
This is a total online BB course. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

COURSE ASSIGNMENTS/EXPECTATIONS

All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. Students will submit electronic original work of the assignment on the due day according to the 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 all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

ASSIGNMENTS

1. Participation/BBPostings/Essays/Reflections/Written Assignments/attendance (25%). Your 25% will be based on how well you participate in BB, how well your essays are written, the depth and content of your reflections, your written assignments as well as attendance including and all thoughtful contributions made. For each incomplete LM or assignment missing, 5 points will be deducted from your overall **final grade unless prior arrangements have been made with the professor. A prior arrangement does not mean you emailed me on the due date but rather an actual conversation has taken place. **This is not intended to
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be punitive but it is very difficult going back in time and trying to grade late work and trying to stay abreast of the new LM one.

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<th>Participation/BBPostings/Essays/Reflections/Written Assignments/attendance (25%)</th>
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<tr>
<td><strong>D</strong></td>
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<td>Student participates occasionally, misses more than one class without making up work, does not submit all work on time. Thinking process in BB postings tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.</td>
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<td>Student participates on a fairly regular basis, contributes to class group work, misses no more than 1 class but turns in work regularly and/or sporadically. Student makes some attempt to ask questions of self and others, remains open to changing and growing through time in the class.</td>
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<tr>
<td><strong>B</strong></td>
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<tr>
<td>Student participates regularly, is an active contributor to class group work, misses no more than 1 class, but makes up all work, turns in all work regularly but some work has not been on time. Student is reflective, asks and poses many questions of self and others, questions &quot;received wisdom&quot;.</td>
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<tr>
<td><strong>A</strong></td>
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<tr>
<td>Student participates regularly and enthusiastically, is an active contributor to group work, misses no classes, submits all work immediately, and turns in all assignments on time. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.</td>
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2. **Inquiry Based Paper: 25%**

Length: Three to five pages minimum. You are to pick, select and investigate one educational organization from the list provided below*. For the organization selected and 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. As a group, put your members name and submit only one paper on one organization of your choosing.

*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 of Interest:** 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

**Course Writing: APA Format/Structure/Mechanics/Content Expectations**

Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing. Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

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**The number of points deducted for each additional error will be left to the discretion of the professor.**
3. **Capstone Project: 50%**

- You will select a country from the best rankings (2015) in Education Systems in the World (Finland, South Korea, Japan, Singapore, Hong Kong, United Kingdom, Canada, Netherlands, Taiwan, Canada, Estonia, Japan, South Korea, Vietnam, China, Poland, Sweden, Israel, Russia, Mexico, Brazil, Ireland, Denmark, Australia, New Zealand, Belgium, Czech Republic, Switzerland [http://www.mbctimes.com/english/20-best-education-systems-world](http://www.mbctimes.com/english/20-best-education-systems-world))

- From the country you select, you will compare/contrast the following indicators to that of the USA:

  - **Political Goals of Schooling**: Every educational system is plagued with politics and controversies as each party wants to influence the curriculum to fit their beliefs and ideology. Educational systems are not apolitical but very political. What are some examples of politics in school? Whose values are being taught? How patriotic should educational systems be? How is history taught? Should educational systems be patriotic or cognizant of other world powers? How do these values interface to avoid international conflict/resolution? What political values are being interwoven in the educational systems? These are some ways educational systems can be political but each has their own manner of governing.

  - **Social Goals of Schooling**: How does poverty, wealth, gender, racial discrimination, crime, drugs, bullying, geographic, gangs, sex education, etc. address school issues that mirror society? How do educational systems act as agents of schools when what is happening in society is reflective in most schools. What do educational systems do to solve the social ills students face daily? How do educational systems aid in these instances?

  - **Equality of Opportunity in Education**: Can schools provide equality of opportunity for all students through education even when schools are so segregated and ill-funded? Can we achieve equality through ability grouping? Tracking? Skills testing? Low teacher expectations? School finance? Poor outreach in the community? What do some educational systems do to address this issue? Educational systems should try to improve society instead of making businesses profitable.

  - **Economic Goals of Schooling in a Global Economy**: Are students viewed as nothing more than human capital for businesses? Why are businesses so interested in how schools teach? Should businesses have a big say in how educational systems manage their schools?

  - **Student Diversity/Multicultural Education**: Should educational systems respect and appreciate ALL students or just the status quo? How do educational systems foster an appreciation for all students? Should educational systems be in the business of eradicating the native language of students? If so, for what purpose? Should educational systems be assimilating students or fostering an appreciation for who students are instead? On a Global scale, how will educational systems address the diversity and different cultures in their environment?

  - **Bilingual and Multilingual Education**: How does bilingual and multilingual have an effect on a Global scale? Why should educational systems encourage the learning of two or more languages? How will educational systems make students more marketable in an ever-shrinking world? How does international business come into play here? Why should all students move to a more bilingual and multilingual approach instead of the old way of thinking that being monolingual is better and more marketable? How are educational systems addressing these issues?

  - **Choice, Charter Schools, Private Schools, Parochial Schools and Home Schooling**: Who decides what is the best education for all students? Should parents have Choice in what schools their children attend? How do some of these non-public school entities compete with public education? Should they have the same rights as public schools? Who monitors their curriculum when they are not under any regulations? What about accountability? How do other educational systems address these issues?

  - **State and National Curriculum Influence on Education**: Every political figure wants to influence the curriculum. Why should state and federal politicians not mingle with educational systems that is best run by educators themselves? Why so many regulations that impede teaching/learning? Should there be nationalize testing? Should state and federal politicians
determine the content of teaching/learning? Methods of instruction? Testing? How do other educational systems address this?

- **How Teachers are viewed (or not) as professionals** - Why are teachers not seen as professionals? Should teachers have their own union to protect themselves form politicians? What should be the qualifications for one to teach? Should teachers be able to strike in a state like Texas where it is not allowed? Why are so many rights of teachers being taken away? Why should a principal tell a teacher how to do their job when teachers are professionals? How do educational systems handle these same issues?

- **Globalization of Education and its Goals** - Are we preparing students today to compete in tomorrow’s world? How are we failing students? What should educational systems do to ensure all students are ready to compete in the real world once they graduate from high school. How are educational systems addressing this?

- **Technology and 21st Century Skills** - What skills are needed for students to be competitive worldwide? Are we providing these tools for students? How far behind are we compared to other nations? Will our students possess the skills not only to make a living but to compete nationally and globally?

- **Academic Achievement** - How well are we doing when compared to other countries? Is our educational system competitive? Great? Or is falling behind? How do we ensure students have strong content and succeed academically? What do other educational systems do that we can emulate?

- Each Indicator below will be considered your Main Heading, following APA format. You may have subheadings under each main heading if you desire but it is not required unless the section is over one page then you should at least have one subheading.

- Once you write on the comparison/contrast country selected with that of USA, you will have a Reflection section where you will speak on what you found and what was of most interest to you providing concrete examples.

- After this section, you will be creative and use your expertise and offer Recommendations for Future Use that will make our USA system better in terms of serving all students and how we could be within others in World standings. Be clear on your recommendations/suggestions.

- And last, you will have a Reference page where you cite all the works you used to write your paper.

- Thus your Capstone Project will have the following components:

  - Title Page
  - 11-15 pages consisting of the 12 indicators which will be your main headings
  - Reflection Section
  - Recommendation Section
  - Reference page

**Course Writing: APA Format/Structure/Mechanics/Content Expectations**

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EVALUATION/GRADING
50%: Capstone Project
25%: Inquiry Project
25%: BB/Posting/Participation
100%

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Grade Rubric for Overall Work

To earn an A: ALL work is exemplary in all aspects. Critical reflection and thinking is regularly documented in all written assignments, class projects, and self-evaluations. Professional in all aspects, on BB and through email correspondences. Goes above and beyond requirements. Demonstrates both depth and breadth of knowledge. Discussions and assignments demonstrate professional and theoretical connections between classroom practices, personal experiences, and the course. Demonstrates considerable effort. Highly imaginative and/or original. Timely preparation, attendance (not more than one absence), and thoughtful contributions to discussion (large and small group) and course experiences are consistently observed. Detailed, supported with strong ideas and content. Knowledge of the course’s content is demonstrated through reference to readings and incorporation of concepts into assignments and discussions. The participant’s overall work provides visible indicators of professional development, change, and growth. Demonstrates and reflects high quality and professionalism in the understanding of the course’s content.

To earn a B: Work is well done. Well organized and complete. Somewhat effectively and clearly presented. Demonstrates clear understanding. Clearly shows connections. Professional most of the time on BB and through written correspondence. Written assignments cover (summarize) a topic without interpretation, and connections. Evidence of original thinking but not thoroughly elaborated. Consistent preparation and attendance (not more than one absence) is evident and contributions are occasionally made to large and small group discussions. Knowledge of the course’s content is not consistently demonstrated and references to readings and new concepts are inconsistently incorporated into assignments and discussions, particularly as related to the final inquiry project. There is less indication of change, growth, or professional development throughout the semester in process and in product. Demonstrates some reflection of high quality work and professionalism in the understanding of the course’s content.

To earn a C: Minimal reflection in response in writing in assignments and self-evaluations both in quality and length. Does not fully develop elaborate posts. Meets minimum requirements. Includes general information, but lacks descriptive detail. Some application to teaching and learning. Needs more substantive content/details. Needs more organization and/or structure. Inconsistencies in preparation and attendance, few constructive contributions to small and large group discussions, engagement in ideas and experiences of the course are not observable. The final
benchmark project and other assignments do not reflect high quality and professionalism in the understanding of the course’s content. A lack of change or growth over the course of the semester exists. Demonstrates little to no reflection of high quality work and professionalism in the understanding of the course’s content.

To earn a D and F: Missing evidence or information. Sloppy and/or poorly organized. Lacks cohesiveness and clarity. Demonstrates only surface understanding. Very little or no evidence of application to teaching is evident. Very little evidence of time or effort for the class is evident. Demonstrates almost no reflective process of work and understanding of course content.

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 students is to come to class prepared to ponder on the readings in order to have a scholarly conversation with classmates and professor by integrating the readings with their professional and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one, two or more than 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. 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 & Human Services 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 & Human Services Catalog 2006-2008, p. 4)

This 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 & Human Services 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 and 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 & Human Services as well as from UST. Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education & Human Services. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.

GENERAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners
As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct
All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. 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 must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism reference all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education & Human Services. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education & Human Services is left to the discretion of the professor.

Things to keep in mind:
- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the Publications Manual of the American Psychological Association, 6th Edition (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. All assignments not proofread will be penalized with point deductions. A condensed version of most commonly used APA styles can be retrieved from http://owl.english.purdue.edu/handouts/research/r_apa.html.
While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:

- Papers should be word processed.
- Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
- Center the title two lines below the date. (A title may be optional.)
- The body of the paper should be double-spaced.
- The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.
- Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.
- Insert the page number in the upper right hand corner, beginning on the second page.
- If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from Writing for Thinking) or this website:
  http://webster.commnet.edu/apa/apa_index.htm
- Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling and other editing issues. Papers with frequent mechanical issues (2 or more) may not pass, regardless of content.
- If the assignment calls for you to write 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Students are expected to attend all scheduled BB classes and be prepared for full participation. In order to participate, the student must complete all assigned readings, reflections, and assignments AND be logged in to BB on the week indicated;

- All modules will be opened and start on Monday and will be closed at 10:00 pm on Monday of the week assigned in your tentative schedule. Hence, late submissions risk not being accepted or graded. All assignments must be submitted via email. If technical difficulties hinder the timely submission of an assignment, the professor should be notified (via e-mail) immediately and the assignment emailed as soon possible. Any document should have your last name and identification of assignment (i.e. garciaCurriculumguide);

CHECKING YOUR WORK

Turnitin.com: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Smarthinking: Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

FORMAT FOR WRITTEN ASSIGNMENTS

All written assignments except those done in class should be in APA style, typed and double-spaced, Times, 12 font.

All papers should be submitted indicating the following on your title page:

• Running head
• Title of assignment
It is expected each paper will be written using APA style, including appropriate and accurate grammar and syntax. Please consult the American Psychological Association website for details regarding citation formats. Content and mechanics will be considered in the evaluation of your assignments as indicated since successful oral and written communication is expected of all teachers. Consistent with standard research practices, ideas that are not the author’s must be cited using APA format. Be especially careful when using information obtained from the Internet and follow the correct citation for that information. All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. **It is the student’s responsibility to make the contact.** Unless this is done, late papers will not be accepted.

**Course Writing: APA Format/Structure/Mechanics/Content Expectations**

Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing. Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

**The number of points deducted for each additional error will be left to the discretion of the professor.**

**SOCIAL JUSTICE TENANTS**

Selected **social justice teachings of the Catholic Church** are used to inform the School of Education & Human Services programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

**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 once the student provides the professor with a current letter of accommodation (LOA) from Counseling and Disability Services (CDS) that outlines his/her specific 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 can see the professor before or after class or request another 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 speak 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-
2169 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA. If you have questions or concerns regarding the accommodation process, please call Debby Jones or Rose Signorello at ext. 6953 or 3162 at Counseling and Disability Services.
**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.**

**Topical Outline: subject to change on short notice as some topics may take longer than expected**

These readings are expected to have been completed at the time class begins. At the discretion of the professor, other readings may be assigned that are not on this list. Anytime that happens, the readings will be distributed during the class before the reading is due.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td><strong>WEEK 1</strong>&lt;br&gt;1/19 – 1/22</td>
<td>Read Syllabus in its entirety&lt;br&gt;Introduce Yourself in the Orientation Learning Module (LM)</td>
</tr>
<tr>
<td>LM1</td>
<td><strong>WEEK 2</strong>&lt;br&gt;1/25 – 1/29</td>
<td>1. Read the chapters &quot;The History and Political Goals of Public Schooling&quot; in Spring&lt;br&gt;2. Complete lecture and review activities for this learning module.&lt;br&gt;3. Visit the link to the Joel Spring videos and watch the assigned ones. Then, write a reflection for the video and submit the assignments to the appropriate area below.&lt;br&gt;4. Participate in the Discussion Board.</td>
</tr>
<tr>
<td>LM2</td>
<td><strong>WEEK 3</strong>&lt;br&gt;2/1 – 2/5</td>
<td>1. Read the chapters “The Social Goals of Schooling” in Spring.&lt;br&gt;2. Participate in BB discussion.</td>
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<tr>
<td>LM3</td>
<td><strong>WEEK 4</strong>&lt;br&gt;2/8 – 2/12</td>
<td>1. Read the chapters &quot;Education and Equality of Opportunity&quot; in Spring&lt;br&gt;2. Read the chapters &quot;Education and Equality of Opportunity&quot; in Spring.&lt;br&gt;3. Complete lecture and review activities for this learning module.&lt;br&gt;4. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.&lt;br&gt;5. Participate in the Discussion Board.</td>
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<tr>
<td>LM5</td>
<td><strong>WEEK 6</strong>&lt;br&gt;2/22 – 2/26</td>
<td>1. Read the chapters “Equality of Educational Opportunity: Race, Gender, and Special Needs” in Spring.&lt;br&gt;2. Complete lecture and review activities for this learning module.&lt;br&gt;3. Visit the link to the video and view it. Then, write a reflection and submit the assignments to the appropriate area below.&lt;br&gt;4. Participate in the Discussion Board.</td>
</tr>
<tr>
<td>LM6</td>
<td><strong>WEEK 7</strong>&lt;br&gt;2/29 – 3/4</td>
<td>1. Read the chapters “Student Diversity” in Spring.&lt;br&gt;2. Complete lecture and review activities for this learning module.&lt;br&gt;3. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.&lt;br&gt;4. Participate in the Discussion Board.</td>
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<tr>
<td>LM7</td>
<td><strong>WEEK 8</strong>&lt;br&gt;3/7 – 3/11</td>
<td>1. Read Chapter “Multicultural and Multilingual Education” in Spring.&lt;br&gt;2. Complete lecture and review activities for this learning module.&lt;br&gt;3. Visit the link to the video and view it.</td>
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<tr>
<td>Week</td>
<td>Tasks</td>
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<tr>
<td><strong>WEEK9</strong> 3/14 – 3/18</td>
<td>Spring Break: No Class</td>
<td></td>
</tr>
</tbody>
</table>
2. Complete lecture and review activities for this learning module.  
3. Participate in the Discussion Board. |
| **WEEK11** 3/28 – 4/1 | 1. Read Chapter "Power and Control at the State and National Levels" in Spring.  
2. Complete lecture and review activities for this learning module.  
3. View PP attached (found here-click on title and it will open).  
4. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below. |
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below. |
2. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.  
3. Participate in the Discussion Board. |
| **LM12** WEEK14 4/18 – 4/22 | 1. Read the chapter "Textbooks, Curriculum, E-Learning and Instruction" in Spring.  
2. View the lecture that correlates to this learning module.  
3. Complete Discussion Board. |
| **LM13** WEEK15 FINAL 4/25 – 4/29 | 4. *Capstone Project Due By 10:00 pm!!* |