

EDUC 211

Educational Foundations and Multi-Cultural Perspectives

Mission Statements:

University Mission: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Department Mission: The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Course Description:

This course will present an overview of the American educational system focusing on cultural and societal issues and how they impact education. We will cover a variety of topics, including teaching as a profession, legal and ethical issues, influence of cultural background on instruction of students, poverty and learning and characteristics and needs of special populations.

Learner Outcomes:

1. Examine how culture impacts learning and teaching
2. Describe cultural aspects of poverty in the United States
3. Evaluate teaching as a personal career
4. Evaluate models for meeting the needs of English language learners in today's schools
5. Identify and describe contemporary cultural issues that impact schools
6. Identify and examine personal biases about race, poverty, religion and family structure
7. Identify aspects of diversity in today's classrooms
8. Evaluate instructional practices in today's schools

Integration of Faith:

We believe that teaching is a ministry. It is impossible for us to separate what we believe about children from our Christian faith. Therefore, students in this class will be called upon to explore how their faith shapes them as a professional. This will be accomplished in both incidental and intentional ways. Throughout the course we will make connections between teaching and our Christian faith. Students will also be asked to respond to integrative questions that will challenge them to reflect on how their faith will influence them in the classroom.

We believe that teaching:

1. does not only take place in the classroom (Deut. 6:6-7)
2. is a must (Proverbs 22:6)
3. is a life of service (Matthew 20:26-27)
4. is a special gift (Romans 12:6-7)
5. is a special calling (Ephesians 4:11-12)
6. should be modeled after Christ, the greatest teacher of all (John 3:2)

Academic Integrity:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

ADA Compliance Statement:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Attendance and participation policy:

The success of the class depends on active discussion by all class members. In order to participate in class discussions, students must be present at class meetings. Absences, tardies, and leaving class early deny the student and fellow classmates the opportunity to take full advantage of the learning experience. Attendance is the responsibility of the student. You will be personally responsible for all materials discussed in class, even if you are absent. If you know in advance that you will be absent or tardy, please notify me by either email or phone.

If you have absences equivalent to two weeks of class (4 absences), your final grade will be lowered 5 points for EACH additional absence. More than 6 absences may result in automatic withdrawal.

Withdrawal From Course:

A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a *Withdrawal from Class* form, will be assigned a failing grade ('F') for that class. The last day to withdraw from this course is November 16.

Assignment Policy

All assignments are due at the beginning of class on the due date. All assignments should be typed using Times 12 font and double spaced with one inch margins. Your name, class, and date should be included in the header portion of the paper.

IMPORTANT-You are allowed one late assignment for the semester without penalty. Two (2) late assignments will result in your highest

possible final grade being a “B”. Three (3) or more late assignments will result in your highest possible final grade being a “C”.

Criteria for Admission to ACU Teacher Education

In accordance with Texas state law, the ACU Teacher Education Program has established the following criteria for admission to Teacher Education. Before taking more than 6 hours EDUC a student must first be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete and submit an application for admission into the Teacher Education Program;
1. Be enrolled in or have completed the first 45 semester hours of credit;
1. Successfully complete with a C or better 12 hours in the candidate’s chosen content field;
1. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
1. Complete 6 hours of University Core English with no grade lower than a “C” (In order to maintain admission status the candidate must earn a C or better in all core English courses.);
1. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
1. Be enrolled in or successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives (If admitted before completion of EDUC 211, admission will be contingent upon completing the course with a C or better. In the event that the student does not complete this course successfully, admission to the program will be suspended until this requirement is fulfilled.)
1. Successfully complete the ACU Teacher Education formal writing sample administered in EDUC 211;
1. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
1. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
1. Declare a major that includes certification;
1. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the chair of the Department of Teacher Education. All requests will be reviewed and must be approved by the Teacher Education Admissions and Review Committee. In addition, admission to Teacher Education is not the final step in the process. In order to remain in the program the prospective teacher must continue to meet the GPA requirement (2.75). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

THEA Requirement:

During this class, you will be required to take the THEA test as a requirement for admission to the ACU Teacher Education Program. If you have already taken the THEA and met the requirements, you do not have to do anything else for this assignment. If you have taken the THEA, but not met all of the requirements set by the department, you must retake the portion of the THEA this semester that was below requirements. If you have not taken the THEA at all, you must take the THEA and meet the requirements. Failure to complete this requirement will result in an “I” for this course until the requirement is met. If you are not seeking certification, this requirement is waived.

E-Portfolio Showcase Requirement:

You must attend at least one complete session of e-portfolio presentations in order to meet the requirements for this class. Session dates and times will be announced later in the semester.

Field Experience Project:

You will be required to complete one full day of observation at your assigned school. You will begin your day at the time teachers at the school are expected to arrive and stay until the time teachers can leave for the day. As part of this assignment you will complete the Field Observation Reflections packet as a requirement for this course. Failure to complete the required hours or Field Observation Reflections packet will result in an “I” for the course until the requirement is met.

You will also be observing in Abilene Christian Schools for two class periods designated by the instructor. Care should be taken to observe an entire class period so as not to disrupt instruction.

For security purposes, ACU students are expected to wear the ACU identification badge and lanyard while observing in schools. Check in at the school office when entering and leaving campus. Dress like a teacher and follow campus rules. Remember that you are a GUEST of the school. Principals do have the right to end your observation privileges.

Professional Development Points:

A third requirement for this course is to accumulate 5 professional development points this semester. You will be given opportunities to earn points by attending symposiums, lectures, and other activities outside of class. Your instructor will inform you of opportunities to earn professional development points as the occasions arise. Failure to complete this requirement will result in an “I” for the course until the requirement is met.

Course requirements and evaluation:

Exams and quizzes over the topics of bilingual education, English Language Learners (ELL), poverty, special education, cultural influences in education, and school law. (100-150 points)

Field Experience Project (Includes completing requirements and reflection papers. One complete day of observation must be completed or you will receive an “I” for your grade (approximately 70 points)

Assignments. (approximately 100 points) All assignments must be completed.

Impact on Education

Ideal Learning Environment

School Website

School Theories

Reflection on "Examining the Origin of Our Beliefs about Parents"

Reading Response, chapters 7&8 from "Understanding Poverty" by Ruby Payne

Reflection on "A Child Called It"

Field Experience Observation Journals

Current Issue Research and Presentation

Final Exam (approximately 50 points)

Professional Development (5 PD must be completed or you will receive an "I" for your grade.)

THEA-must complete satisfactorily or receive and "I" for the course.

You will receive information for the evaluation of all course requirements when they are assigned. If you have any questions please do not hesitate to ask.

Grading Scale (by percent of possible points completed) :

92 - 100 A 83 - 91 B 74 - 83 C 65 - 74 D Below 65 F

Required Texts:

Armstrong, Thomas (2006). *The Best Schools*

Payne, Ruby (1996). *A Framework for Understanding Poverty*

Pelzer, Dave (1995). *A Child Called "It"*

