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**EDSE 3800**

**Professional Issues in Education**

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Office Hours:

Section:

**Course Description**

An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success

**Course Objectives**

By the end of this course, students will

* Demonstrate an understanding of the education system in the United States with emphasis on education in Texas.
* Demonstrate an understanding of the history of education in the United States.
* Demonstrate an understanding of the impact of diversity in the classroom.
* Be able to identify and discuss current issues in education in the United States generally and Texas specifically.
* Demonstrate an understanding of the uses of technology in the classroom for both the teacher and student.
* Demonstrate an understanding of the process of becoming a teacher in Texas.
* Be able to make an informed choice about teaching as a profession.
* Demonstrate an understanding of the principle philosophers and philosophies discussed in class.

**Texas PPR Standards**

This course addresses the following Texas PPR standards:

* Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
* Competency 7: The teacher understanding and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
* Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.
* Competency 12: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
* Competency 13: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Beliefs about learning**

* + - Learning is an active, personal process and endeavor.
		- Learning is a social process of collaboration and interaction with others. We will share our responses and understandings as well as serve as a support system for each other during small and large group activities and discussions.
		- Learning occurs when we make connections to our experiences.
		- Choice allows learners to connect to their own experiences and feel ownership of the learning process.
		- Reflection is a vital part of the learning process.
		- Appreciation of cultural diversity enhances learning.

**Required Text:** Kridel, C. (2009). Classic Edition Sources: Education. McGraw Hill.

**Other Resources**

Please note internet resources beginning on page xix of our textbook.

Web-based Course info at http://[ecampus.unt.edu](http://ecampus.unt.edu/)

**Proposed Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **Topics and Activities** | **Assignments Due Today** |
| **1** | #11/18/11 | Distribute syllabus. Introductions | Review plagiarism and attendance policies. |
|  | #21/20/11 | TK20Create discussion groups.Learning to Teach. What Does It Mean? Reflections on teachers, teaching, and education. Requirements for Teacher Certification | TK20 registration by today!Review COE conceptual framework (on syllabus pp. 6-7) |
| **2** | #31/25/11 | Philosophy of Education. What is it and why is it important?  | Discussion Group: Philosophy of Education Readings:[http://www.education.com/reference/article/Ref\_Teacher\_Centered/](https://webmail.unt.edu/OWA/redir.aspx?C=18e19c3d7b8b48a3b3dcd6de2bc917e1&URL=http%3a%2f%2fwww.education.com%2freference%2farticle%2fRef_Teacher_Centered%2f) [http://www.education.com/reference/article/Ref\_Student\_Centered/](https://webmail.unt.edu/OWA/redir.aspx?C=18e19c3d7b8b48a3b3dcd6de2bc917e1&URL=http%3a%2f%2fwww.education.com%2freference%2farticle%2fRef_Student_Centered%2f)  |
|  | #41/27/11 | The First Year DVD |  |
| **3** | #52/1/11 | Aims of Education Generate Teacher Interview questions | Discussion group: Jefferson, from “Notes on the State of Virginia, first paragraph only: <http://press-pubs.uchicago.edu/founders/documents/v1ch18s16.html>Benjamin Rush: <http://chronicles.dickinson.edu/resources/Rush/mode_of_education.html> |
|  | #62/3/11 | Video: School I. Common School, 1770-1890  |  |
| **4** | #72/8/11 | Aims of Education  | Discussion Group: Dewey, Conant, and The Committee…p.1-21 |
|  | #82/10/11 | Conceptions of Schooling, Teaching, and Learning | Discussion Group: Counts, p 38; Barzun, p. 49, Darling-Hammond, p. 54 |
| **5** | #92/15/11 | Work Day: Interview Presentations | Interviews should be complete, bring transcripts to work with group. |
|  | #102/17/11 | NO CLASS Dr. King is attending a conference. Watch video on your own and participate in online WebCT discussion. | Video School 2, 1900-1950 The Progressive Era  |
| **6** | #112/22/11 | **First year interview presentations** Dispositions Instrument | **Presentation in class****Class will meet in the computer lab**Each student must bring their presentation on a zip drive to upload to TK20 |
|  | #122/24/11 | **First year interview presentations** | **Presentation in class** |
| **7** | #133/1/11 | **First year interview presentations** Conceptions of Schooling, Teaching, and Learning  | Discussion Group: Nieto, p. 59; Delpit, p. 69; Bullough, p. 74. Civil Rights and Schools |
|  | #143/3/11 | Race and Education | Discussion Group: DuBois, p. 127; Washington, p. 132; U.S. Supreme Court, p. 138.  |
| **8** | #153/8/11 | Midterm Review | Discussion group: Video: School V3, 1950-1980 |
|  | #163/10/11 | **MIDTERM** | **MIDTERM** |
| **9­­­­** | #173/22/11 | Biography Poster Sessions | **Biography Poster Due** |
|  | #183/24/11 | Biography Poster Sessions | **Biography Poster Due** |
| **10** | #193/29/11 | Gender in Education | Discussion Group: How Schools Shortchange Girls, p. 148The Problem with Gender-Based Education<http://www.newamerica.net/blog/early-ed-watch/2008/problem-gender-based-education-2517>Boys are struggling: <http://www.usatoday.com/news/opinion/2004-12-02-boys-girls-academics_x.htm>The Truth About Boys and Girls:<http://www.educationsector.org/usr_doc/ESO_BoysAndGirls.pdf> |
|  | #203/31/11 | Special Education Disability and Education | Read: U.S Congress, PL 94-142. P. 145. |
| **11** | #214/5/11 | Language and Education. Texas Demographics—Implications for Educators | Discussion Group: Commission on Civil Rights, p. 159; Valenzuela, p. 121; |
|  | #224/7/11 | Equity in Education. Texas School Finance. | Discussion Group: Kozol, p. 141; Meier, p. 201 |
| **12** | #234/12/11 | Instruction and Curriculum National, State and Local Standards Webquest, in class  | Discussion Group: Taba, p. 83; Apple, p. 95; Noddings, p. 115WebCT readings—Texas State School Board |
|  | #244/14/11 | Concepts of Educational Change | Discussion Group: A Nation at Risk, p. 169; Tyack and Cuban, p. 175; Berliner and Biddle, p. 190 Video: School V4, 1980-Present |
| **13** | #254/19/11 | NCLB—For better or for worse?  | Discussion Group: No Child Left Behind, p. 180Justice Talking NCLB broadcast (1 hr):<http://www.justicetalking.org/viewprogram.asp?progID=428> |
|  | #264/21/11 | Standards and Accountability Debate | **Educational Autobiography due** Debate preparation |
| **14** | #274/26/11 | Video—School Prayer  | Readings as posted |
|  | #284/28/11 | Legal Issues in the Work of Teaching. Constitutional Issues. | Readings as posted |
| **15** | #295/3/11 | Legal issues for Texas teachers | Readings as posted |
|  | #305/5/11 | Exam review |  |
| **16** |  | EXAM WEEK, no class Tuesday |  |
|  | 5/12/11 | Final Exam Thursday 10:30-12:30 | **Final Exam will be held at the time listed here:**<http://essc.unt.edu/registrar/schedule/spring/final.html>**If there are any questions about exam time, the link above is the final answer.** |

All readings are from the textbook unless otherwise noted (by URL, etc.)

**Class Policies**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Cheating and Plagiarism Policy*

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. **The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.**

If a student engages in academic dishonesty related to this class, the student will receive **a failing grade on the test or assignment and a failing grade in the course**. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Attendance Policy:* Participation in class activities and discussions is critical. If you are tardy or absent, it is your responsibility to obtain from your discussion group members any assignments, make-up work, handouts, or other class information that you may have missed. Daily attendance will be taken. Class participation and attendance will be considered in assigning the final course grade. Tardiness and absences will count toward final grade reduction (3 tardies/returning late from breaks/leaving early = 1 absence). You are expected to attend all class meetings for the entire scheduled class time. Late arrivals (more than 10 minutes after class begins) or early departures (any time before the end of class) are considered absences. I realize that circumstances beyond your control may cause you to miss class, to arrive late, or to leave early. Please send me an email on Blackboard before or immediately after an absence, late arrival, or early departure if you wish to explain any extenuating circumstances. The only excused absences are those due to the observance of *a religious holiday or participation in university-sponsored activities (with proper* documentation). These count toward the two unpenalized absences. Other absences are not likely to be excused, but I will take reasonable conflicts into consideration when calculating final course grades. **More than 5 absences will result in an F for the course.**

**3 absences = drop 1 letter grade;**

**4 absences = two final grades lowered;**

**5 absences = three final grades lowered;**

**6 or more absences = Failure in the class.**

Misconduct in completing attendance forms constitutes academic dishonesty and will be handled accordingly.

In case of serious public health threats, we will follow forthcoming University guidelines.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Obviously, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

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**TK20**

Students seeking ART or MUSIC certification are **NOT** required to participate in TK20. The following does NOT apply to Art and Music students. **For all other students**:

This course requires an assignment (the teacher interview) that must be uploaded and graded in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20:

<http://www.coe.unt.edu/tk20>

Announcements regarding training on use of the TK20 system will also be posted on this website.

Failure to submit key assessments in TK20 will result in a grade of zero. Failure to complete the dispositions instrument will result in a lowering of the final participation grade by 10 points (one letter grade).

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**Student Evaluation of Teaching Effectiveness**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Collection of Student Work**

In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects random, anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Technology Integration**

The Curriculum and Instruction program supports technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

**Important Notice for F-1 Students**

To read INS regulations for F-1 students taking online courses, please go to this website

<http://www.immigration.gov/graphics/services/visas.htm> and select the link to

"8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

**Eagle Mail**

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu

**Ethical Behavior and Code of Ethics**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

# National Council for the Accreditation of Teacher Education (NCATE)

# UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

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**College of Education**

**Conceptual Framework**

***The Educator as Agent of Engaged Learning***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**COURSE REQUIREMENTS**

**Class Participation, Preparation, Activities, and Group Work:**

Active involvement in discussions and activities constitute emergent learning experiences and cannot be made up. Reading the assigned materials prior to class is essential and indispensable to your learning. Please be prepared.

**Assignments and Grading**

Class preparation, contribution, and in-class work (discussion groups) 20%

Teacher First Year Interview group presentation 15%

Educational Autobiography 15%

Educational Biography Poster Session 15%

Midterm 15%

Final Exam 20%

Grades are calculated on a 100 point scale as follows:

A =90-100 B =80-89 C =70-79 D =60-69 F =Below 60

**This course syllabus in intended to be a guide**

**and may be amended at any time.**