Course Number: EDUC 501  
Course Title: Foundations of American Education  
Course Term and Year: Summer 2015

Course Section: EDUC 501  
Meeting Time and Place: 8:00 – 11:00  
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION:

DR. STEPHEN WRIGHT (KO) RM 184  
E-mail: stephen.wright@lmunet.edu  
Phone: (423) 608-1532 (cell)  
wrightsw1@gmail.com

DR. STEVE DAVIDSON (M2)  
E-mail: steven.davidson@lmunet.edu  
Phone: (423) 608-1532 (cell)

DR. JIM MYERS (A0) BE 116  
E-mail: james.myers@lmunet.edu  
Phone: (276) 870-5137 (cell)

School of Education Website: http://www.lmunet.edu/education

INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

COURSE DESCRIPTION: This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. Controversial educational issues are explored and personal philosophies of education are formulated. Core requirement for M.Ed. candidates.

I. COURSE OBJECTIVES: The candidates will:
   • Identify and explain contributions of the various historical periods and the leading educational contributors to modern educational thought.
   • Identify the major philosophies and their meaning for education.
   • Articulate a personal education philosophy and its relationship to the major
philosophies.
• Compare and contrast the effect of society, social class, and cultural orientation on school achievement, relating these effects to American education in the past, the present, and the future.
• Recognize moral and ethical responsibilities of schools and relate those responsibilities to diverse cultural values. (EA&S – IVA) (NBPTS 2)
• Discuss changing educational goals, and curriculum and reform movements that have shaped and continue to shape education in America

II. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:


Suggested Readings: TBD

III. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

Requirements (see Course Outline and Requirements section)
1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Clinical practice activities as assigned
5. **Group Projects:** Groups will research assigned topics for presentation to the class.
   - Presentations on topics related to instructional strategies for diverse learners and creating culturally responsive classrooms.
   - Students will work in groups to prepare and deliver presentation. Participation, collaboration and quality work is expected from each group member.
   - Course professor will specify time limit for presentations. Be sure to account for set-up time when using technology.
   - Handouts (paper or electronic) to cover aspects of the topics that cannot be presented in-depth must be supplied by each group to each student in the class.

6. **Key Assignments:** Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor. In addition to the two Key Assignments, the instructor may require other coursework.

**Evaluation Method:** Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

**Attendance Policy:** Cooperative and group learning strategies are the essence of the M.Ed. program. When class absences occur, students can make up for knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, attendance at all class meetings is crucial to success.

Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences – minus, 3 absences reduction of letter grade. More than three absences may result in the candidate being required to retake the course.

Students may not make up for an absence at another class site. Refer to the *Graduate Catalog* for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

IV. **METHODS OF INSTRUCTION:** Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

V. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**
**Technology:** Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**Live Text:** Each student will be required to establish an account with the Live Text program by the second class session. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. Live Text may be purchased online at [http://college.livetext.com](http://college.livetext.com) or through the LMU Bookstore. Live Text Help is available on the Graduate Office web page – see the web page address on the previous page.

**Library Resources** (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VI. **University Policies:**

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to
required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located on the second floor of Duke, office 201.

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: LMU’s website: [http://www.lmunet.edu/campuslife/handbooks.shtml](http://www.lmunet.edu/campuslife/handbooks.shtml).

**COURSE EVALUATIONS**: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml).

**PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER** – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

**UNIT COMMITMENT TO DIVERSITY** – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**VII. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT**
The mission of the Lincoln Memorial University Department of Graduate Studies, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

**VIII. COURSE OUTLINE/ASSIGNMENT**: 
KEY ASSIGNMENTS:
The professor will provide a specific assignment guide for the course. All sections of the course must complete and submit to LiveText the two Key Assignments and Clinical Practice activity listed below.

KA #1: Presentation on Major Philosopher
Candidates will research key educational philosophers who have played a significant role in molding American education. Each candidate will make class presentation(s) on selected educational philosophers from the text supplementing and enriching the information given in the text from at least five additional sources. A summary of the presentation and all supporting documents will be submitted to LiveText.

Assessment – Oral Communication Value Rubric (AAU&C)

KA #2: Candidate Personal Educational Philosophy Statement
Candidates will develop a personal philosophy of education based on the philosophies presented during class but also reflecting candidate’s actual teaching, leadership or counseling practices and beliefs. See outline at the end of the syllabus for more guidance in developing the personal philosophy of education.

The following topics should be addressed in the candidate’s philosophy.

• Beliefs about the purpose of education
• Beliefs about the role of the teacher, the role of the student and the role of the community in education
• Beliefs about differentiation for special needs students
• Beliefs about effective instruction that will meet the needs of a wide diversity of children
• Beliefs about how children learn including instructional strategies, curriculum design, integration of instructional technology and assessment
• Beliefs about classroom management and effective learning environments

Assessment: Educational Philosophy Rubric and Ethical Reasoning Value Rubric (AAC&U)

Clinical Practice: Interview with a veteran teacher
Candidates will interview a retired teacher or a teacher with 20 or more years of experience about changes in education. The interview should include but not be limited to these questions: What is your personal philosophy of education and how as it impacted your practice? What major changes in educational philosophies and instructional methods have occurred during your career? How have you successfully coped with the changes? What advice do you have to offer a new or currently practicing teacher? Write a brief reflection on your interview with a veteran teacher. Summarize any new information you learned. Reflect on the changes that have occurred in education. Discuss the advice given by this veteran teacher and analyze ways that you can incorporate that advice to improve your current practice and dispositions.

Assessment: Interview with Veteran Teacher Rubric

COURSE SCHEDULE:
SUGGESTED COURSE OUTLINE

Week 1  A. Introduction to course syllabus and related handouts
May 16  B. Overview of text
         C. Assign philosopher(s) for class presentation
         D. In-class writing:
             1. What education and teaching means to me...include your
                educational experiences which you believe to be the best and worst. Discuss these experiences in terms of how they have impacted your teaching/counseling/leadership style. This assignment is your “first shot” at developing the personal philosophy statement that will be the first question on your comprehensive exam for your masters program. The material covered in this class will help you develop your final statement for comps.
         E. Assignment:
             1. Sign up for Livetext account. Directions are on the graduate studies website. At a later date registration for Turnitin may also be required.
             2. Complete the philosophy assessment (hand out given in class) and bring it to the next class session.
             3. Begin research for the assigned philosopher presentation.
             4. Before next class read The Thread That Runs So True
             5. Write two brief definitions: one defining Idealism and one for Realism
         G. Establish Groups

Week 2  A. View video: Conrack
May 30  B. Group Activity:
        Comparison Study of The Thread and Conrack
        What issues do Stewart and Conrack face as educators?
        Discuss their teaching methodology.
        Define each culture.
        How do Stewart and Conrack represent “reality” and “idealism”?

Week 3  A. Abstract: Realism
June 6  B. Student presentations, discussions, and in-class writings of:
         1. Confucius; Chapter 2
         2. Plato; Chapter 3
         3. Aristotle; Chapter 4
         4. Thomas Aquinas; Chapter 6
         5. John Calvin; Chapter 8:
         6. Johann Amos Comenius; Chapter 9
Week 4  
June 20  
A. Abstract: Idealism and Neo-Thomism or Perennialism  
B. Student presentations, discussions and in-class writings of:  
1. Johann Heinrich Pestalozzi; Chapter 11  
2. Thomas Jefferson; Chapter 12  
3. Horace Mann; Chapter 14  
4. Robert Owen; Chapter 15  
5. Friedrich Froebel; Chapter 16  
6. John Stuart Mill; Chapter 17

Week 5  
July 18  
A. Abstract: Pragmatism  
B. Student presentations, discussions and in-class writings of:  
2. Herbert Spencer; Chapter 18  
3. Jane Addams, Chapter 19  
4. John Dewey Chapter 20  
5. William Bagley: Chapter 21  
6. Maria Montessori; Chapter 22

Week 6  
July 25  
A. Abstract: Existentialism  
B. Student presentations, discussions and in-class writings of:  
1. Mohandas Gandhi; Chapter 23  
2. W.E.B Du Bois; Chapter 24  
3. Booker T. Washington;  
4. Paulo Freire; Chapter 25  
C. Final Activity –personal philosophy statement.
IX. Outline for the Philosophy of Education

The development of an educational philosophy is an essential part of EDUC 501 and of the Master of Education program at LMU. This philosophy will serve as a cornerstone for work throughout the program.

An educational philosophy is a description of a candidate’s beliefs and goals as a teacher, instructional leader or counselor. It is important that candidate’s be aware of their educational philosophy. Awareness of the philosophy will help candidate’s make decisions, plan lessons, structure the learning environment and relate to students, parents and colleagues.

An educational philosophy is always a “work in progress.” As you mature in the profession and gain additional experiences and knowledge the philosophy will grow and develop. It is appropriate for a candidate to revise and expand the philosophy as they progress through the program and throughout their career.

For this course candidates will develop a personal philosophy of education based on the philosophies presented during class but also reflecting candidate’s actual teaching, leadership or counseling practices and beliefs. The major philosophical tenets covered in this course are:

A. Idealism  
B. Realism  
C. Neo-Thomism or Perennialism  
D. Pragmatism  
E. Existentialism  
F. Christian Theism - optional

Philosophy statements will be supported by sources and will address but not be limited to the topics below. Candidates’ Philosophies will be submitted to LiveText as a part of the course requirements.

The following topics should be addressed in the candidate’s philosophy.

- Beliefs about the purpose of education  
- Beliefs about the role of the teacher, the role of the student and the role of the community in education  
- Beliefs about differentiation for special needs students  
- Beliefs about effective instruction that will meet the needs of a wide diversity of children  
- Beliefs about how children learn including instructional strategies, curriculum design, integration of instructional technology and assessment  
- Beliefs about classroom management and effective learning environments

See LiveText for rubrics for this assignment.
X. NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

1. Teachers are committed to students and their learning and believe all students can learn, adjusting practice based on student observation and need.

2. Teachers know the subject(s) they teach and how to teach the subject(s) to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject(s) is created, organized, linked to other disciplines and applied to real-world settings.

3. Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, implement and maintain disciplined learning environments that are learner appropriate and allow the schools’ goals for students to be met.

4. Teachers think systematically about their practice and learn from experience. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

XI. INSTITUTIONAL STANDARDS (PROFICIENCIES)

1. The candidate demonstrates the dispositions and knowledge of the profession by upholding the VALUES of Abraham Lincoln’s life: a dedication to individual liberty; responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

2. The candidate demonstrates an appreciation for the value of EDUCATION as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others.

3. The candidate demonstrates an understanding of the purpose and value of SERVICE to others, especially in the educational arena. In addition, the candidate articulates the meaning of “servant leadership” as a component of service to individuals, home, and local and global communities.

4. The candidate demonstrates an understanding and application of the major concepts, theories, and processes of inquiry, which strengthen current knowledge bases, develops new ideas, and implements best practices from his/her field.

5. The candidate demonstrates the ability to make educational decisions based on the wisdom of practice, understanding of past, present, and emergent learning, developmental, neuroscience, personality, social, organizational, and leadership theories.
6. The candidate demonstrates the ability to reflect and make informed educational decisions based on the knowledge, skills, and dispositions outlined in professional, state, and institutional standards through coursework, field experiences, and clinical practice.

7. The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning.

8. The candidate demonstrates the ability to reflect and make educational decisions supported by current research, wisdom of practice, and educational policies.

9. The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their knowledge, skills, and professional dispositions to help all students from all populations to learn.

10. The candidate demonstrates an understanding of classroom management, individual and group motivation and behavior, and instructional methods and technology to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

11. The candidate demonstrates competencies in conducting research and uses research findings to foster active inquiry, collaboration, and supportive interaction in the school and educational environments, including computer based and online instruction and learning.

12. The candidate demonstrates and implements effective verbal and nonverbal communication skills and uses technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students.

13. The candidate demonstrates an understanding of how to appropriately use emerging technologies as a tool for communication, research, planning and implementing instruction, and maintaining an assessment system.

14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements.

15. The candidate clearly articulates proficiencies for understanding differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. The candidate demonstrates this understanding in instructional planning, the classroom environment, and interactions with students and other community stakeholders.

16. The candidate demonstrates an understanding of the legal aspects of education, including the rights and responsibilities of students, faculty, staff, and schools, to make informed decisions to assure fairness, privacy, social justice, well-being, and safety of all stakeholders. The candidate reflects on his/her professional decision making to insure wisdom of practice and education policies.

17. The candidate actively seeks out opportunities for professional development, personal growth and is supportive of continuous lifelong learning.
XII. Tennessee Instructional Leadership Standards (TILS)

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Revised Tennessee Instructional Leadership Standards (2013)
Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader’s career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. Operating from the belief that ethical behavior permeates the mindset and actions of every effective leader, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, “ethical and effective instructional leader,” into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior in all facets of school leadership. Attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow, contribute to the foundation of ethical behavior connected to leadership. Effectiveness pertains to “educators’ capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning” (Learning Forward, 2011, p. 20). Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders.

Standard A: Instructional Leadership for Continuous Improvement
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.
Standard C: Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Standard D: Resource Management
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

XIII. PLAGIARISM:

Plagiarism is the presentation of someone else’s words or ideas as one’s own. (See APA Manual, pp. 349-350). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased
- Cite sources within the text in the format delineated in the APA Manual, pp. 207-214.
CERTIFICATION OF AUTHORSHIP

I certify that I am the author of this paper titled _________________________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature      Date

XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL

POSSIBLE QUESTIONS FOR TEACHER INTERVIEW

1. Why did you become a teacher?

2. In general terms, what did you like and dislike most about the teaching profession?

3. Did teachers have enough to say about a school’s curriculum and other educational decisions?

4. Were teachers actively involved in the community? To what extent and in what activities?

5. Were there higher moral standards for teachers than other community members?

6. Do you think teachers should be politically active? Explain.

7. What were the teacher-preparation requirements when you began teaching?

8. What was your beginning salary?

9. What was the most humorous incident in your teaching career?

10. Who was your most memorable student?

11. If you had to do it over, would you have gone into the teaching profession?

12. Did you have good support from the parents and community?

13. Where and how many years did you teach?
### T-Chart Reflection Rubric

**Name:** __________________________

**Topic:** (chapter #) __________________________

<table>
<thead>
<tr>
<th>Summary: What I Read/Heard</th>
<th>Reflection: What I Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ 1. Present key points in “bullet” format.</td>
<td>1. Reflect on any aspect of the chapter as it relates to you or your school or in this particular course?</td>
</tr>
<tr>
<td>_____ 2. Write bullets in complete sentences.</td>
<td>2. How is the information relevant in this particular course?</td>
</tr>
</tbody>
</table>

### Certification of Authorship:

I certify that I am the author if this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.