

**AUBURN UNIVERSITY**  
Course Syllabus

- 1. Course Number:** FOUN 3000-006 Spring 2010  
**Course Title:** Diversity of Learners and Settings  
Room: 2182 Haley  
Time: 5:00PM to 7.15PM  
**Credit Hours:** 3 semester hours (LEC 2, LAB 3)  
**Prerequisites:** Junior standing  
**Instructor:** Dr. Jose R. Llanes Professor  
Haley 4080 334-833-3074  
[jrlanes@auburn.edu](mailto:jrlanes@auburn.edu)

**2. DATE SYLLABUS PREPARED:** October 15, 2009

**3. TEXTS OR MAJOR RESOURCES:**

**Required:**

Kaminsky, James, King, Kimberly, and Watts, Ivan. (2004). *Diversity of Learners and Settings*. 2 ed. Boston, MA: Pearson Custom Publishing.  
Spring, Joel. (2008). *American education*. (13 edition) New York, NY: McGraw-Hill.

**Optional:**

Mathews, David (2003) *Why Public Schools? Whose Public Schools?* Montgomery: New South Books  
Obidah, Jennifer & Teel, Karen. (2001) *Because of the Kids.....* New York: Teachers College Press  
Orenstein, Peggy. (1994). *School girls: Young women, self-esteem, and the confidence gap*. New York, NY: Anchor Books.  
Valdes, Guadalupe. (2001) *Learning and not learning English*. New York: Teachers College Press I

**4. COURSE DESCRIPTION:** Exploration of socio-cultural and individual differences; understanding diversity and communicating with students with differing cultural backgrounds, abilities, and values; this class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

**5. COURSE OBJECTIVES:**

**Goals**

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners.
2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to the following variables: ethnicity, culture, language, socioeconomic status, lifestyle, religion, age, and exceptionality.

3. To examine students' motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their world-view and their philosophy of education.

### **Objectives:**

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed in the syllabus at the end of each week's readings. These indicators pertain to organization and management; learning environment; oral and written communication; cultural, ethnic and social diversity; language diversity; general issues; and professionalism.

Create appropriate, challenging and supportive learning opportunities for students through participation in service learning.

1. Ability to state and implement the philosophy of service learning.
2. Ability to state and understand practical and philosophical differences in education practice and theory among education's various constituencies.
3. Ability to articulate the roles, functions and characteristics of professional educators in a democratic society.
4. Ability to state and understand major historical forces shaping American education.
5. Ability to state and understand major social and cultural forces that contributed to the movement for equality of educational opportunity in American education.
6. Ability to state and understand the interrelationship of cultural, historical, and social forces that contributed to the desegregation of American education.
7. Ability to state and understand the educational construction of exclusion, oppression, and subordination in educational settings.
8. Ability to state and understand the educational construction of freedom, opportunity, and social hope in diverse communities.
9. Ability to state and understand contemporary issues of racial discrimination in educational practice and policy.
10. Ability to state and understand contemporary issues of moral educational practice and policy.
11. Ability to state and understand contemporary issues of gender discrimination in educational practice and policy.
12. Ability to state and understand contemporary issues of the handicapped in educational practice and policy.
13. Ability to state and understand historical and contemporary issues of Native Americans in educational practice and policy.
14. Ability to state and understand contemporary issues of multiculturalism in educational practice and policy.
15. Ability to state and understand contemporary issues related to school violence and creating a safe learning environment in practice and policy.

## 6. COURSE METHODOLOGY, GRADING AND POLICIES

This course is much more than a cognitive exercise; it is also an emotional or affective exercise and a practicum in service learning. You will spend 25 hours in field-work (see section 8 below for details) and the class will consist mostly of dialogue about the readings and issues raised by the readings. Your daily assignment will consist of a reflection prepared on the class discussion and a reading assignment for the following weeks' class. These should be posted in Blackboard.

**Dialogue:** I begin my class by asking students if they have any questions. Questions should come from the assigned reading but they could also come from your own reflections and thinking. I expect every student to be ready with a question based on the reading. ***I will remain silent until someone asks a question.*** Class participation is essential and therefore attendance is crucial. You may be excused from 2 regular classes per semester by sending me an e-mail explaining your absence. In addition, your absence will mean that you will not receive class participation credit. In every class period I expect everyone to contribute to the dialogue, show evidence of having read the material and ask pertinent questions. A high level of participation in class will earn the student 3 points. A lower level of participation will earn 2 points and limited or no participation while in attendance will earn 1 point. No attendance will earn 0 points. The maximum number of points that can be earned in dialogue is 40.

**Reflections:** A reflection will be completed at the end of each section. A reflection is the self-observation and reporting of conscious inner thoughts, desires and sensations. It is a conscious mental and usually purposive process relying on thinking, reasoning, and examining one's own thoughts, feelings, and, in more spiritual cases, one's soul. Introspection is synonymous with reflection and used in a similar way. You will post your reflections no later than Friday of the same week of class. Reflections are public, since one can learn a great deal from another's reflection, however should you want to keep it private you should send it to my e-mail and ask me not to distribute. I am requiring you send me a minimum of 10 reflections for the course, every reflection will earn up to 4 points for a total of 40 points. A high level of reflection (3-4 points) is one that reveals your perspective on an issue clearly and concisely; a low level reflection (1 or 2) is one which repeats an argument already made in the reading or class without providing insight. No reflection gets 0 points.

**Presentation:** You will collaborate with other students on a presentation based on the course content. Topics will be proposed soon after we select the teams. Maximum grading 20 points.

**Grading:**

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

### **Policies:**

**Students with Disabilities:** If you are a student with a disability, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844-2096 to identify with the Program of Students with Disabilities and the courses' instructor to

determine what accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also **Tiger Cub** for rules on academic honesty. Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Kozol, 1988, p. 22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is “zero points” for the assignment. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else as yours or work that you have submitted for another class to satisfy a requirement of FOUN 3000.**

**Civility:** Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated. Disruptive behavior includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving class early or coming to class late, eating in class, disrupting instructional discourse, doing assignments for other classes, reading the paper, sleeping, and engaging in other activities that detract from the classroom learning experience. Harassment and discrimination will not be tolerated in class or in service learning sites. The Auburn University Harassment/Discrimination Policy can be found on page 101 of the *Tiger Cub*.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## 7. COURSE CONTENT AND SCHEDULE:

WEEKS & THEMES	Readings/ Assignments
<p><b>Week 1: January 13</b></p> <p>Introduction to FOUN 3000</p>	<p>Introduction FOUN 3000 Syllabus review, Course orientation,</p> <p><b>Dialogue: Who are we? What do we think about diversity? Why do we think that? A sense of peoplehood.</b></p> <p>Readings: Kielsmeier, James C. A time to serve, a time to learn (<i>Diversity of Learners and Settings</i>, Page 3-10) Spring, Joel. (2008) History and Goals of Public Schooling. In <i>American education</i> Chapter 1, pp. 3 - 29.</p> <p><b>Reflection: On who we are, why we are and what we need to become in order to provide equal opportunity to learners. Complete the survey of skills.</b></p>
<p><b>Week 2 January 20</b></p> <p>Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities in service to the community</p> <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p>Introduction to Teaching and Diversity</p> <p><b>Dialogue: Goals of Schooling: Political, Social, Economic Human Capital concepts. Apartheid and Discrimination.</b></p> <p><b>Video:</b> The Bottom Line in education, 1980 to the present. Public Broadcasting System.</p> <p><b>Readings:</b> Spring, Joel. (2008) Education and Equality of Opportunity. In <i>American education</i> Chapter 2, pp. 30 - 60. Mathews (2003) The Historical Public School in Early Alabama. <i>Why Public Schools? Whose Public Schools?</i> Chapter 2 (Will be provided) Noddings, Nel. (2004). Renewing democracy in schools. (<i>Diversity of Learners and Settings</i>) Pps 35-42</p> <p><b>Reflection: Which goals of schooling are most important to me?</b></p>
<p><b>Week 3: January 27</b></p> <p>Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p>School: The dream-fulfilling machine</p> <p><b>Dialogue: Equality of Opportunity, the Right to Learn, Realizing the dream. Killing the dream.</b></p> <p><b>Video:</b> School: The Common School Movement, 1770-1890 The Public Broadcasting System</p> <p><b>Readings:</b> Spring, Joel. (2008) Equality and Educational Opportunity. <i>American Education</i> Pps 61-83 Spring, Joel, The ideology and politics of the common school (<i>Diversity of Learners and Settings</i>)pps 89-91</p> <p><b>Reflection: Will I be a dream-weaver and not a dream-killer?</b></p>

<p style="text-align: center;"><b>Week 4: February 3</b></p> <p>Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p>Democracy and the Individual in Public education</p> <p><b>Dialogue:</b> What is democracy? What is equity and how does it differ from equality? What is equal opportunity to succeed? How do teachers provide equal opportunity to learn?</p> <p><b>Video:</b> School: As American as Public School, 1900-1950. The Public Broadcasting System</p> <p><b>Readings:</b></p> <p>Spring, Joel. (2008) Power and Control... <i>American Education</i> Chapters 6 and 7 Pps 151-196</p> <p>Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don't fit them. (<i>Diversity of Learners and Settings</i>) pps 119-135</p> <p>Thompson, Audrey. Surrogate family values (<i>Diversity of Learners and Settings</i>) Pages 11-26</p> <p><b>Reflection:</b> <i>Is public schooling the (best, only, worse) way of maintaining our democracy? How can I help to maintain that?</i></p>
<p style="text-align: center;"><b>Week 5: February 10</b></p> <p>Specify the contemporary concepts, assumptions, current issues, that set the ground work for the desegregation of American Schools and the deconstruction of social and cultural exclusion (290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i)</p>	<p>Political Forces Shaping education and Teaching</p> <p><b>Dialogue:</b> What is justice? What were the initial goals of the common school? What groups benefited from the presence of these schools and which groups did not? Why did the public schooling develop in this country? How did the Roberts case contribute to the educational desegregation?</p> <p><b>Video: School:</b> A Struggle for educational Equality: 1950-1980 –PBS</p> <p><b>Readings:</b></p> <p>Anderson, James. The education of Blacks in the South, 1860-1935 (<i>Diversity of Learners and Settings</i>) pp 167-206</p> <p>Kozol, J. Other People's Children (<i>Diversity of Learners and Settings</i>) p 237-258</p> <p>Pearlstein, Daniel. Minds stayed on Freedom (<i>Diversity of Learners and Settings</i>)</p> <p><b>Select Teams for Culminating Project</b></p> <p><b>Reflections:</b> How equal is equal?</p>

<p style="text-align: center;"><b>Week 6: February 17</b></p> <p>State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination.</p> <p>(290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i)</p>	<p>Forces Shaping the Structure of Public education -- race (continued)</p> <p><b>Dialogue: Race, ethnicity and religion how do these differ as social barriers or distinctions? How do the different theoretical perspectives explain social difference, racial discrimination, and exclusion?</b></p> <p><b>Video: Eyes on the prize: Fighting back</b></p> <p><b>Readings:</b> Sleeter, Christine(2006) How white teachers construct race <i>Diversity of Learners and Settings</i> p 261-275. Joel. (2008) Equality of educational opportunity. In <i>American education</i> Chapter 3, Pp. 80 - 99. Garcia (2006) An Ecology of Family, Home and School <i>Diversity of Learners and Settings</i> pp 277-309</p> <p><b><i>Reflection: How do I construct reality? What theory do I accept?</i></b></p>
<p style="text-align: center;"><b>Week 7: February 24</b></p> <p>Identify the social and cultural issues of the First Amendment's "establishment clause" for moral education</p> <p>(290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p>Forces Shaping the Structure of Public education –</p> <p><b>Discussion Questions: Values education: In what ways do notions of morality shape teacher behavior? What are the ramifications for diverse student populations? What moral instruction is appropriate for American children in its public schools? The Supreme Court religion and school prayer</b></p> <p><b>Video: School Prayer</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>☐ Spring, Joel. (2008) The courts and the schools. In <i>American education</i> Chapter 10, Pp. 312 - 346. (Text)</li> <li>☐ Mathews (2003) <i>Why Public Schools? Who's Public Schools?</i> Chapter 3 (Will be distributed).</li> </ul> <p><b>Fact-finding: How does Alabama fund its schools? A googlequest</b></p>
<p style="text-align: center;"><b>Week 8: March 3</b></p> <p>Educational Funding and Student Differences in the Classroom –</p> <p>Specify how adequacy funding attempts to address the performance differential of socio-economic difference</p>	<p><b>Discussion Questions:</b> How are schools funded differently? What is the educational significance of differential funding? How is it possible for funding differentials to compromise equality of educational opportunity?</p> <p><b>Video: Children in America's Schools (South Carolina educational Television) – First segment</b></p>

<p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p><b>Readings:</b>  Odden and Picus Introduction and overview of school finance.  <i>(Diversity of Learners and Settings)</i>  Spring, Joel. (2008) The courts and the schools. In <i>American education</i>  Chapter 10, Pp. 346 - 348. (Text)</p> <p><b>Reflection:</b> <i>Is our funding formulas fair? Just? Make sense?</i>  <i>Where's the public good?</i></p>
<p><b>Week 9: March 10</b></p> <p>Poverty: Student Differences in the Classroom (continued)</p> <p>Specify how adequacy funding attempts to address the problems of poverty on educational achievement</p> <p>290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>	<p><b>Discussion Questions:</b>  What is high stakes-testing?  What is the role of the Federal government in financial policy?  In what ways do schools perpetuate inequality of opportunity?</p> <p><b>Video:</b> Children in America's Schools – The debate (Second sixty minutes)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>☐ Allan Odden, The new school finance. <i>(Diversity of Learners and Settings)</i></li> <li>☐ Spring, Joel. (2008) Power and Control at the State and National Levels. In <i>American education</i> Chapter 7, 218 - 244. (Text)</li> </ul> <p><b>Reflection:</b> <i>How do I feel about high stakes testing?</i></p>
<p><b>Week 10: March 24</b></p> <p>Equality of Educational Opportunity and Multiculturalism: Differences in the Classroom</p> <p>Specify with special reference to Native Americans, how student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and culture</p> <p>(290-3-3.04 (3) (c)1.(ii); (290-3-3.04 (4)(c) 1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)</p>	<p>Equality of Educational Opportunity and Multiculturalism</p> <p><b>Discussion Questions:</b>  What are American attitudes and values towards limited English proficient or LEP students?  How do those attitudes influence school policy and disadvantage LEP students in the classroom?  How do school policies, practices and programs perpetuate inequalities for multicultural students?</p> <p><b>Video:</b> In the Whiteman's Image. Public Broadcasting System.</p> <p><b>Readings Due:</b></p> <ul style="list-style-type: none"> <li>☐ Marshall, Patricia L Hispanic/Latino/a American students. <i>(Diversity of Learners and Settings)</i></li> <li>☐ McKenna, Francis R. (1981). The Myth of Multiculturalism. <i>(Diversity of Learners and Settings)</i></li> <li>☐ Spring, Joel. (2008) Multicultural and multilingual education In <i>American education</i> Chapter 5, 153 - 179. (Text)</li> </ul> <p><b>Reflection:</b> <i>Inclusion, multiculturalism, gender issue or related topic.</i></p>



<p style="text-align: center;"><b>Week 11: March 31</b></p> <p style="text-align: center;">Handicapped &amp; Social Relations in the Classroom</p> <p style="text-align: center;">Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently abled</p> <p>(290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii).</p>	<p style="text-align: center;">Constructing Professional Realities</p> <p><b>Discussion Questions: Construction of inclusion</b></p> <p>How are schools implicated in the construction of the differently-abled student? How does arguing from the standpoint of disability challenge the discourses of inclusion? In what ways does mainstreaming produce critical practices that challenge traditional educational procedures like tracking and standardized testing?</p> <p><b>Videos:</b> Regular Lives: Public Broadcasting System and Educating Peter.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>☐ Elizabeth Shaunessy. State policies regarding gifted education. (<i>Diversity of Learners and Settings</i>)</li> <li>☐ Ferguson. P. (1987). The Social Construction of Mental Retardation. (<i>Diversity of Learners and Settings</i>).</li> <li>☐ Mara Sapon-Shevin, Gifted education and the protection of privilege. (<i>Diversity of Learners and Settings</i>)</li> <li>☐ Spring, Joel. (2008) Students with disabilities. In <i>American education</i> Chapter 3, pp 107 - 121 (Text)</li> </ul> <p><b>Reflection: How must one redefine equality of opportunity in order to include and incorporate the differently-abled?</b></p>
<p style="text-align: center;"><b>Week 12: April 7</b></p> <p style="text-align: center;">Making a Difference for Women in Today's Classrooms</p> <p style="text-align: center;">Specify major factors in the deconstruction of the educational oppression, exclusion, subordination (290-3-3.04 (4)(c)1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)</p>	<p><b>Discussion Questions:</b></p> <p><b>Video: Half the People. (1999) Public Broadcasting System</b></p> <p>Why is gender an important category in the social analysis of schools? How are gendered identities constructed within society and in schools? How do issues of race, class, sexuality, age, and ability influence the construction of gender? How do these discussions influence the role of women teachers?</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>☐ Helen Lucey, et al., Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (<i>Diversity of Learners and Settings</i>)</li> <li>☐ J. R. Martin. Reclaiming the ideal of an educated woman. (<i>Diversity of Learners and Settings</i>)</li> <li>☐ Spring, Joel. (2008) Gender and income. In <i>American education</i> Chapter 2, 46 - 49. (Text)</li> <li>☐ Spring, Joel. (2008) Sexism and education . In <i>American education</i> Chapter 3, pp 99 - 107. (Text)</li> </ul>

<p><b>Week 13</b> <b>April 14</b></p> <p>Safe-learning environments</p> <p>Specify the relationships of hyper masculinity to school violence and bullying (290-3-3.04 (2)(a) 1. (i); (290-3-3.04 (2)(c) 2. (i); (290-3-3.04 (2)(c)3.(i) (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)</p>	<p><b>Discussion Questions</b></p> <p>How do we construct safe, efficient, and resilient learning environment?</p> <p><b>Lecture: Bullying</b></p> <p><b>Videos:</b> Tough Guise</p> <p><b>Readings:</b></p> <p>Curtin, D and Robert Litke. Institutional Violence. (<i>Diversity of Learners and Settings</i>)</p> <p>☐(Newman, Katherine S. Explaining rampage school shootings (<i>Diversity of Learners and Settings</i>)</p> <p><b>Reflections: Where does bullying come from? Engendering self-respect and respect for others, how?</b></p>
<p><b>Week 14:</b> <b>April 21</b></p> <p>.Safe-learning environments</p>	<p><b>Discussion Questions</b></p> <p><b>School and rampage violence</b></p> <p>What are the causes of youth violence: In what ways does American culture give rise to school violence? How can we explain rampage school shootings? If school violence is a manifestation of American culture, can you minimize occurrences?</p> <p><b>Lecture: Effective strategies for constructing a safe school</b></p> <p><b>Video: Killer at Thurston High. Pubic Broadcasting System</b></p> <p>(290-3-3.04 (2)(c)3.(i)</p>
<p><b>Week 15</b> <b>April 28</b></p>	<p><b>Discussion: How can I move forward to provide for a culturally rich, multicultural learning experience for students which regardless of ability, race, income, immigration status and why should I do that.</b></p> <p><b>Culminating Exercise: Participatory</b></p>

## 8. Lab and Service Learning

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service-learning placement.

These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set by the service learning coordinator. **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside.**

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for service learning will receive a grade of **Incomplete for FOUN 3000**. Students who receive a grade of Incomplete must again attempt service learning the next **Fall or Spring** semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of “F” for FOUN 3000.

#### **Alabama Quality Teaching Standards and Candidate Proficiencies:**

The Alabama State Board of education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College’s conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in Appendix A. For each of the targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1- poor, 2 – approaching competence/marginal, 3- competent, 4 – exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student’s ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students’ ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor notifies the student’s department head and the student’s program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

#### **ALABAMA CERTIFICATION REQUIREMENTS:**

**Reminder:** To satisfy the Alabama State Department of Education’s requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of “C” or better. Students who do not pass all professional studies courses at the level of “C” or better will not be eligible to be recommended for certification in the State of Alabama or any other state. ***Please Note: ALL assignments and examinations must be submitted and meaningfully attempted to receive a grade of C or better for FOUN 3000.***

## Appendix A

### Candidate Proficiencies

Proficiencies assessed in FOUN 3000 are highlighted below and include all dispositions. When applicable, ratings are based on specific indicators from the Alabama Quality Teaching Standards delineated on the previous page.

#### ***Competent professionals . . .***

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

#### ***Committed professionals . . .***

11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

#### ***Reflective professionals . . .***

15. analyze past practices to stimulate ongoing improvement of future practices.