



**ELED 1301, SECTION 01E**  
**Education in a Global Society**  
COURSE SYLLABUS: Spring 2026

**INSTRUCTOR INFORMATION**

Instructor: Dr. Julie Byrnes  
Office Location: Education South, Sowers, Room 221  
Office Hours: Monday & Wednesday 8am-2pm  
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Preferred Form of Communication: email  
Communication Response Time: 24-48 hours

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as [ScreenPal](#) or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: None

**Course Description**

*The syllabus/schedule are subject to change.*

This course explores the traditions of schooling and classrooms from global perspectives, emphasizing current political, social, and familial issues that impact education worldwide. Students analyze the learning environment and the human experiences of teachers and learners while comparing the U.S. educational system to those of other countries. The course also examines the structure of education in Texas and the professional, legal, and ethical responsibilities of educators. This is a 3 credit-hour course.

As a performance-based assessment, students will develop a Context for Learning Project representing an authentic Texas school setting through data collection and analysis of a selected grade level classroom. Using TEA and district data, TExES PPR EC–12 (160) materials, and district or campus policies, candidates will evaluate professional practices and responsibilities—including attendance, appearance, communication, procedural, ethical, legal, and statutory expectations. Students will then reflect on their professional strengths and needs and set measurable goals to guide future professional growth.

## **Student Learning Outcomes (SLOs)**

1. **Compare and contrast global education systems** by examining sociopolitical, economic, and cultural influences on schooling and classroom practices.
2. **Analyze the structure and governance of education in Texas**, including the roles of state and local agencies, laws, and professional codes.
3. **Demonstrate understanding of professional practices and responsibilities** by evaluating legal, ethical, and procedural expectations for Texas educators.
4. **Analyze authentic data from Texas schools** to describe how contextual factors influence teaching and learning.
5. **Reflect on professional growth** by identifying personal strengths, needs, and measurable goals to enhance future professional practice and ethical decision-making.

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## Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

Student Learning Outcome (SLO)	Curriculum Standards	Certification Domains / Competencies
1. Examine global, political, and social influences on schooling and compare international systems to U.S. education.	<b>Teacher Prep:</b> 6.D.i · <b>TEKS:</b> §228.57(d)(1)(1),(3) · <b>Tech Apps:</b> §228.57(a) · <b>PPR Std:</b> 4.1k–4.2k, 4.13k · <b>Comm.:</b> 2.B	<b>EC–6/EC–3:</b> Dom I (001–002) · <b>PPR Test:</b> IV.013.C · <b>NEW PPR (235C):</b> Professional Foundations
2. Analyze the role of teachers as ethical professionals within legal and social frameworks of Texas education.	<b>Teacher Prep:</b> 6.D.ii · <b>TAC:</b> §228.41 · <b>Tech Apps:</b> §228.57(a) · <b>PPR Std:</b> 4.14k, 4.15k · <b>Comm.:</b> 6.A.i	<b>EC–6/EC–3:</b> Dom IV (010–013) · <b>PPR Test:</b> IV.013.F · <b>NEW PPR:</b> Professional Roles & Ethics
3. Describe professional practices and responsibilities of Texas educators including record-keeping, equity, and advocacy.	<b>Teacher Prep:</b> 6.D.ii · <b>TEKS:</b> §228.57(d)(1)(3) · <b>Tech Apps:</b> §228.57(a) · <b>PPR Std:</b> 4.17k–4.18k · <b>Comm.:</b> 5.C.i, 6.A.i	<b>EC–6/EC–3:</b> Dom IV (010–013) · <b>PPR Test:</b> IV.013.C, IV.013.F · <b>NEW PPR:</b> Prof. Responsibilities
4. Evaluate cultural and educational perspectives to promote understanding, respect, and professional collaboration in diverse settings.	<b>Teacher Prep:</b> 6.D.i · <b>TEKS:</b> §228.57(d)(1)(1),(3) · <b>Tech Apps:</b> §228.57(a) · <b>PPR Std:</b> 4.19s · <b>Comm.:</b> 2.B, 5.C.i	<b>EC–6:</b> Dom I (003–004) · <b>EC–3:</b> Dev. Appropriate Practice · <b>NEW PPR:</b> Collaboration & Diversity Responsiveness
5. Reflect on the impact of global contexts and ethical practice on personal growth and goal setting for T-TESS/T-PESS alignment.	<b>Teacher Prep:</b> 6.D.ii · <b>TAC:</b> §228.35(e)(2)(B); A–L (H&I) · <b>Tech Apps:</b> §228.57(a) · <b>PPR Std:</b> 4.1s–4.4s, 4.19s · <b>Comm.:</b> 5.C.i	<b>EC–6/EC–3:</b> Dom IV (012) · <b>PPR Test:</b> IV.013.C · <b>NEW PPR:</b> Reflection & Growth · <b>T-TESS:</b> Dom 4

### Referenced Standards Key

- Teacher Preparation Standards: 19 TAC §228.35; §228.41; 6.D.i–ii
- TEKS Integration: 19 TAC §228.57(d)(1)(1),(3)
- Technology Applications: 19 TAC §228.57(a)
- Commissioner’s Teacher Standards: 19 TAC §149.1001 (2.B, 5.C.i, 6.A.i)
- NEW PPR (Teacher Standards): 19 TAC Ch. 235 Subch. C (4.1–4.19 K/S)
- PPR Test Framework: TExES PPR EC–12 #160 — IV.013.C & IV.013.F

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# COURSE REQUIREMENTS

## Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

## Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

## Student Responsibilities or Tips for Success in the Course

### **Professionalism and Ethical Behavior**

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

### **Begin each module early in the week.**

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

### **Ask questions early and often.**

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

### **Designate a study space and time(s) that are free from distractions.**

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Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

**Don't cram. Space out your work instead!**

You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

**READ.**

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments        20%

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Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

### Assessments

PBA	Professional Practices and Responsibilities: Legal and ethical requirements & the structure of education in Texas	<a href="#">ELED 1301</a> <a href="#">PBA</a>
Alignment	<p>Students will gain an understanding of professional practices and responsibilities focusing on legal and ethical requirements for educators and the structure of education in Texas. Students will first develop their context for learning to represent an authentic school setting through data and analysis of chosen prekindergarten through third grade in a specific Texas school and district. Utilizing the TEA website, TExES Pedagogy and Professional Responsibilities EC-12 (160) preparation materials, and district and campus website, students will research professional practices and responsibilities in the chosen context for learning for the classroom, campus, and district context including meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. Students will respond to question prompts to reflect on their learning experience providing an overall analysis of their own strengths and weaknesses then set clear, measurable, relevant goals, to improve their knowledge of professional practices and responsibilities.</p> <p><b>PPR Standards:</b> 4.1-2k, 4.1-4s, 4.13-15k, 4.17-4.18k, 4.19s;  <b>Teacher Preparation Standards:</b> 6.D.i-ii  <b>PPR Test Framework:</b> IV.013.C &amp; F</p>	

Assessment in this course focuses on candidates' ability to analyze global and U.S. educational systems, apply knowledge of professional practices and responsibilities in Texas, and reflect on ethical and legal expectations for educators. Assignments include comparative analyses, case studies, and professional reflections that assess understanding of diverse educational contexts and professional standards aligned with PPR Competencies 011–012 and Commissioner's Teacher Standards (2.B, 5.C.i, 6.A.i).

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

*The syllabus/schedule are subject to change.*

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

### **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>  
<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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## [Graduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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 have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

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document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counseling-center](http://www.etamu.edu/counseling-center)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **Department or Accrediting Agency Required Content**

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Week	Module / Topic	Key Focus & Activities	SLOs
1	Introduction to Global Education	Course overview; key themes in global education and comparative study.	1
2	Historical and Philosophical Foundations	Global traditions of schooling; major thinkers shaping education.	1
3	Education in the United States	U.S. system structure, curriculum, and accountability.	1, 2
4	Political and Social Contexts of Schooling	Policy and access to education across nations.	1
5	Cultural / Familial Influences	Family and community roles in global schooling systems.	1
6	<b>Education Around the World Project Launch</b>	Select two countries for comparative study; begin data collection.	1
7	Comparative Models of Education/ Education Around the World: Analysis	International case studies: Finland, Japan, and developing nations. Compare governance, curriculum, teacher preparation, and effective practices.	1
8	<b>Presentations: Education Around the World</b>	Present global comparisons	1, 2, 3, 4, 5
9	Structure of Education in Texas	TEA organization, certification pathways, and local governance.	
10	Legal and Ethical Responsibilities of Educators	Texas Educator Code of Ethics; professional case studies.	2, 3
11	Professional Practices and Responsibilities	Attendance, decorum, confidentiality, and ethical communication.	3
12	<b>Performance-Based Assessment Launch: Context for Learning Project</b>	Select Texas PreK–3 campus; begin contextual data collection.	4
13	Context for Learning Workshop	Apply TEA, district, and community data to describe learning environments.	4
14	Reflective Analysis and Professional Growth	Identify strengths, challenges, and professional goals.	5
15	<b>Final Presentations: Context for Learning Projects</b>	Present Texas professional analysis.	1, 2, 3, 4, 5
16	Course Reflection and Application	Submit final reflections and professional growth / goal plan.	5

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