

I. **EDUCATION 501:CONTEMPORARY THOUGHT IN EDUCATION**

II. 3 credit hours

III. **COURSE DESCRIPTION**

This course provides an examination of the theoretical and philosophical bases for contemporary educational patterns; and current educational issues. Interests of the participants will determine the areas of application to private and public education.

IV. **Place in the Curriculum:** This is a required core course in the Master's degree program.

V. **COURSE GOALS and OBJECTIVES:**

The purpose of this course is to provide a philosophical base for understanding and critiquing the perspective of educational writing, research, and curriculum or program development.

The students who successfully complete the course will:

1. The professional educator must function within a reasoned structure. (LR-K1)
2. A professional endeavor must spring from intellectual roots, which give it meaning and purpose. (LD-K1)
3. One must have convictions about professional service, which can come only from a confrontation with leading and influential statements on education. (T-D1)
4. Become aware of the philosophic foundations upon which the ideas presented in the current literature are rooted. (T-D1, LD-D1)
5. Update and/or increase their knowledge and understanding of the current issues and trends in education in the United States and beyond if applicable. (T-K1, LD-S2, LR-D1)
6. Increase their fund of information in some areas of special concern and interest that are related to their professional activities or are especially pertinent to the home community's education programs and activities. (LD-D1, LR-S1, LD-S1)
7. Develop their personal philosophy of education. (T-D1, LD-D1)
8. Lead discussions and participate in discussions related to the issues and trends identified in the readings and research done by each participant, and current information in journals and summaries of research. (, T-K1, LR-S1, T-D1, LD-S1, LD-D1, LD-S2)
9. Gain input from current leaders in education (T-K1)

10. Solicit opinions about educational issues from a sample of non-educators.
(LR-S1, LD-D1)

VI. Content

1. Philosophic Issues in Education (LD-D1, LD-K1, LR-S1, LD-D1)
2. Traditional Philosophies (LD-D1, LD-K1, LR-S1, LD-D1)
3. Modern Philosophies (T-S1, T-D1, T-D1, LT-S1, LD-D1)
4. Contemporary Theories of Education (T-S2, T-D1, T-D1, LR-S1, LD-D1)
5. Analytic Philosophy (LR-S1, LD-D1)
6. A Personal Philosophy of Education (LR-S1, T-D1, T-D1, LD-D1)
7. Perceptions of Education in America (T-K1)
8. Continuity and Change in American Education (LR-S1)
9. The Struggle for Excellence (LD-S1)
10. Morality and Values in Education (LD-D1)
11. Discipline Problems in Schools (LD-D1)
12. Equal Opportunity and American Education (LD-S1, LD-S2)
13. Serving populations with special instructional needs (LD-S2)
14. The Profession of Teaching Today (T-D1`)
15. A Look to the Future (LR-D1)
16. Clashing Views on Controversial Educational Issues (LD-D1, LR-S1, LR-S1, LD-D1)
17. A View of Educational Leadership (T-D1, T-D1)

VII. Methodology

Large and small group discussion, case studies, debate, cooperative learning activities, Internet, on-line weekly discussion, weekly written reflection on current issues in education, research on topics of interest, review of philosophy and develop a personal statement of education philosophy, student presentations, application activities, reflective writing.

VIII. Student Roles (see individual assignment handouts for explanation of each assignment)

1. Participate in on-line discussion threads each week.
2. Read all assignments, submit weekly summaries of readings
3. Complete all written assignments and submit them **on the designated dates.**
4. Prepare a vitae with your Philosophy of Education statement (only if you have not already submitted to the Graduate Office).
5. Students are expected to spend a minimum of six hours per week reading, reflecting on the readings and doing research.
6. Students are expected to spend a minimum of 2 hours per week on written assignments.
7. Each student is expected to fully participate each week. If you are unable to participate on a given week, you are expected to notify the instructor

prior to the established class time.

8. Final-list 15 new learnings or principles that have been affirmed by taking this course. Each item should be briefly annotated to indicate what this means to you or how you will apply it in your current teaching situation.

IX. Evaluation

Response and analysis of written work

Weekly threaded discussion entries

Weekly reading reflection summaries

Vita and philosophy statement (only if it has not already been submitted to the Graduate Office)

Minor research paper

List of 15 new learnings

X. Bibliography

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Canter, Lee and Hausner, Lee. Homework Without Tears. New York, NY: Harper and Row, 1987.

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Covey, Stephen R. Principle-Centered Leadership. New York, NY: Simon & Schuster, 1991.

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Dinkmeyer, Don and Losoncy, Lewis E. The Encouragement Book – Becoming a Positive Person. Englewood Cliffs, NJ: Prentice Hall, Inc., 1980.

Duke, Daniel L. and Canady, Robert Lynn. School Policy. New York, NY: McGraw Hill,

1991.

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Elias, Maurice J.; Zins, Joseph E.; Weissberg, Roger P.; Frey, Karin S.; Geenberg, Mark T.; Haynes, Norris M.; Kessler, Rachael; Schwab-Stone, Mary E.; Chriver, Timothy P. *Promoting Social and Emotional Learning*. Alexandria, VA: Association for Supervision and Curricular Development, 1997.

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Wong, Harry and Wong, Rosemary Tripi. *The First Days of School*. Sunnyvale, CA: Harry K. Wong Publications, 1991.

ADDITIONAL RESOURCE MATERIAL AVAILABLE IN CLASS:

Curriculum Handbook, ASCD, 1996

Frameworks for Math and Science, Nebraska State Department of Education

Frameworks for Social Sciences, Nebraska State Department of Education

Frameworks for Visual Arts, Nebraska State Department of Education

Frameworks for Language Arts, Nebraska State Department of Education

Social Standards

Math Standard

Web sites provided by texts and periodicals on specific topics.

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska,

course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S.

Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

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Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connect.cune.edu>).

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