

I. EDUC 500: Foundations of Education

II. 3 Credit Hours

III. Course Rationale and Overview:

Schools reflect the society in which they exist, and it is important to understand that relationship and how it came about. Foundations of Education begins with the examination of the prominent forces that have shaped formal and informal education in the Western experience. The course explores the historical, philosophical, theological, social, political and legal contributions that have influenced the American educational system.

This course fulfills the Nebraska Department of Education's requirements for historical, philosophical, and social foundations in American education. Upon completion of this course, students have acquired the necessary tools to begin to develop a personal mission statement and philosophy of education and the student begins to develop a professional portfolio which continues throughout the entire program.

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

This course serves as the first professional course in Concordia's Graduate Teacher Certification Program. No prerequisites are required for class enrollment. This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject or field endorsement and the student teaching experience.

IV. Course Description:

EDUC 500 examines key elements of the education profession and evaluates current trends, issues, and approaches in professional education programs. The course also provides an overview of the historical, philosophical, and social foundations underlying the development and purpose of American education and explores the ideas of key educators and the interaction between the public's ideals and the realities of schools including the political, economic, social and legal foundations of education in effective schools.

V. Place of Course in the Curriculum:

This is the first course in the secondary level professional education sequence.

VI. Goals and Objectives of the Course:

The goals of this course are:

1. To gain a basic understanding of important events and personalities in the history of education and explain the key historical developments leading to the present state of schooling in America. (T-S2, LD-K1, LD-S1)
2. To identify and define controversial issues in American education and explain a variety of viewpoints concerning those issues. (LR-S1, LR-D1)
3. To identify and define current research and trends in education (LR-S1, LR-D1)
4. To identify basic characteristics that are necessary for excellent teaching (LR-S1, LR-D1)
5. To develop problem-solving and critical thinking skills. (T-K1)
6. To develop the ability to formulate an internally consistent, comprehensive, and articulate personal philosophy of education. (T-D1, LD-D1, LR-S1)

Students who successfully complete this course will:

- a. Appreciate the dignity, complexity, and demands of teaching (T-K1, LR-S1, LR-D1)
- b. Provide examples of how the study of history and philosophy of education has application to developing one's pedagogical theory and practice. (T-D1, LR-S1)
- c. Explain how the historical roots of American education affect today's classroom practice and pedagogy (T-S2, LD-K1, LD-S1)
- d. Examine personal motives for considering teaching as a career through reflection on their readings, research, and classroom and field experiences. (T-D1, LR-S1)
- e. Begin to develop and verbalize a personal philosophy of education (LD-K1, LD-D1, LR-S1)

VII. Course Content

**Part 1 - Understanding the Teaching Profession:**

**Topics:**

1. Choosing a career in teaching
2. Supply and demand
3. Preparing teachers
4. Job conditions
5. Is teaching a profession?
6. Trends toward professionalism and development
7. Teacher organizations

**Required Readings:** Text Chapters 1 and 2

**Supplementary Readings:**

"The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life" by Parker J. Palmer

**Power Point Notes:** "NEA Code of Professional Ethics"

<http://www.nea.org/aboutnea/code.html>

**Part 2 - Historical and Philosophical Foundations of Education:**

**Topics:**

1. World Roots of Education
2. Philosophical Roots of Education
3. Pioneers in Education
4. Historical Development of American Education

**Readings:** Chapters 3-6

**Power Point Notes:** "History of Education"; Important Individuals, Educational Theories and Theorists

**Part 3 - Political, Economic and Legal Foundations of Education:**

**Topics:**

1. Governing and Administering Education
2. Financing Education
3. Legal Aspects of Education

**Readings:** Chapters 7-9

**Supplemental Readings:**

"Joint Legal Statement on Religion in Public Schools"

<http://www.aclu.org/religion/schools/16146leg19950412.html>

**Part 4 – Social Foundations of Education:**

**Topics:**

1. Culture, Socialization and Education
2. Social Class, Race and School Achievement
3. Society's Expectations of Schools
4. Providing Equal Educational Opportunity

**Readings:** Chapters 10-12

**Supplemental Readings:**

Alfie Kohn, "How Not to Teach Values"

<http://www.alfiekohn.org/teaching/hnttv.htm>

What are Society's Expectations of Schools?

**Power Point Notes:** "NCATE on Diversity"

**Part 5 – Curricular Foundations and Effective Education:**

**Topics:**

1. The Purposes of Education
2. Curriculum and Instruction
3. 7 Correlates of Effective Schools
4. School Effectiveness and Reform in the US

**Readings:** Chapters 13, 14 and 16

**Power Point Notes:** “7 Correlates of Effective Schools,” “Example of Correlate #2 – High Expectations,”

VIII. Suggested Methodology: (T-S1, T-S2, T-S3, T-D1, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-S1, LR-S2)

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

IX. Suggested Student Roles and Course Requirements: : (T-S1, T-S2, T-S3, T-D1, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-S1, LR-S2)

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments
3. Complete a research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor)
4. Set up electronic file account in Del-icio-us to store and share research information (<http://delicious.com/>)
5. Maintain a weekly journal to reflect on professional growth and development
6. Teaching demonstrations

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7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Begin an online professional teaching portfolio (Live Text <https://www.livetext.com/>)

X. Suggested Evaluation: : (T-S1, T-S2, T-S3, T-D1, LD-K1, LD-S1, LD-S2, LD-S3, LD-D1, LR-S1, LR-S2)

Weekly Discussion	20%
Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>
	100%

XI. Recommended Resource Materials:

**Required Textbook**

Foundations of Education, 9<sup>th</sup> Edition, 2006  
Author: Allan C. Ornstein and Daniels U Levine  
Publisher: Houghton Mifflin Co.  
ISBN: 0-618-47406-4

**Reference/Resource Materials**

Joint Statement of Current Law on Religion in the Public Schools (4/12/1995)  
<http://www.aclu.org/religion/schools/16146leg19950412.html>

How Not to Teach Values: A Critical Look at Character Education  
By Alfie Kohn  
<http://www.alfiekohn.org/teaching/hnttv.htm>

NEA Code of Professional Ethics  
<http://www.nea.org/aboutnea/code.html>

NCATE Unit Standards  
<http://ncate.org/public/unitStandardsRubrics.asp?ch=4>

School: The Story of American Public Education  
<http://www.pbs.org/kcet/publicschool/>

History of American Education Web Project

<http://www.ux1.eiu.edu/~cfrnb/index.html>

History of Education in the United States  
Reading Resources from Indian University

<http://www.indiana.edu/~reading/ieo/bibs/histedus.html>

Seven Correlates of Effectiveness  
University of Oklahoma Center for Effective Schools

<http://ces.ou.edu/sevencorrelates.htm>

Designing the Rubric: The Correlates of Effective Schools  
A Road Map for School Improvement  
e-Keys, Volume 2, Issue 10, October 15, 2008

<http://www.learningkeys.org/eKeys/Volume2/DesigningtheRubric/tabid/249/Default.aspx>

## XII. Bibliography

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Noddings, N. (2006). *Philosophy of Education*. 2<sup>nd</sup> Edition. Cambridge, MA: Westview Press

Ryan, K., & Cooper, J. C. (2000). *Those who can, teach* (9th ed.). Boston: Houghton Mifflin.

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Spring, J. (2000). *The American School, 1642-2000: Varieties of Historical Interpretation of the Foundations and Development of American Education*. 5th Edition. New York: Longman.

Urban, W. and Jennings W., Jr. (1999). *American Education: A History*. 2nd Edition New York: McGraw- Hill.

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