Title Abbreviation: Foundations of Education

Bulletin Description: Examines historical events and philosophical bases of American education. Major emphasis on political and legislative activities, social issues, and economic developments affecting the schools.

Prerequisites
ELE/MLE 280 (students with emphasis on the emotionally impaired and mentally impaired are required to have SPE 126 and PSY 220); Admission to Teacher Education Program.

Textbooks and Other Required Materials to be Furnished by the Student:


Special Requirements of the Course:
None

General Methodology Used in Teaching This Course:
Independent reading of required text and supplementary material
Supplementary materials which model ways in which course content can be processed through summarization, and comparison and contrast; and to structure student preparation for small and large group class participation activities
Direct Instruction and the use of Socratic Method to stimulate student processing of basic facts and concepts, and to model for students the uses of logical analysis in typical problem solving activities required of teachers
Research assignment to strengthen student understanding of changes in the structure of American education in the second half of the twentieth century.

Course Goals:
1. To review with students the "basics" of teaching as a profession:
   a. the choice of teaching as a career
   b. the prestige and rewards of teaching
c. teacher preparation
d. efforts to improve the teaching force
e. trends in the profession
f. and teacher organizations

2. To help students identify the effects on student achievement of major cultural and social factors, and the roles teachers (continued) can play in increasing opportunities for students to succeed academically.

3. To introduce students to educational delivery systems in other countries for purposes of comparison and contrast with educational settings in the United States.

4. To engage students in analyses of efforts to improve school effectiveness in the United States.

5. To initiate student study of the philosophical foundations of pedagogy in the United States and analysis of personal beliefs as they affect classroom practice.

6. To review with students the history of education in western culture, with a concentration on the importation to North America of European models of education and the subsequent evolution of those institutional formats during the nineteenth and twentieth centuries.

7. To trace with students the evolution of schooling, both public and private, in the United States in terms of basic purposes and goals, bureaucratic structure, curricular content and organization, pedagogy, and equity of outcomes.

8. To help students understand the basics of school administration and the chain of command, and school finance in the United States.

9. To engage students in analyses and evaluations of the successes and failures of schools to address equity and equality issues as exemplified by desegregation/integration, compensatory education, multicultural education, and special education.

10. To involve students in the application to professional practice of basic legal principles which serve to protect the basic civil rights of all persons residing in the United States.

The content of this course provides students with a substantive base of information with which to analyze the values and traditions which have shaped our educational institutions, and are operative today. Major emphasis is placed on historical events; philosophical bases of thought; political, legislative, and judicial actions; social issues; and economic developments which form the contexts within which formal schooling in the United States has developed. It is through this course content that students can begin to understand how the "business" of formal schooling is conducted--and why.

Student efforts to absorb this background knowledge and to reflect on the major debates on educational issues will help them to prepare to work effectively within formal educational settings to meet the needs of both the society and an increasingly diverse student population. It is hoped that they will begin to practice, through the processing emphasis of this course, the type of informed decision-making required of a professional educator: and that they will begin to build the foundation of knowledge and skill necessary for them to solve the problems they will face during their careers.

**Course Objectives:**

-C- **Concept- and knowledge-driven:** A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.

-LEA- **LEArner centered:** A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn.

-R- **Reflective practice relevant to diverse settings and roles:** Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.
After completing this course, the student will be able to:

1. To identify motivations behind the choice of teaching as a career: and factors in teacher satisfaction, stress, and burnout. (C, R)
2. To analyze trends in teacher compensation, such as career ladders and merit pay proposals; to identify indicators of teacher supply and demand. (C)
3. To identify recent reforms in teacher preparation programs; to examine the effects on state standards for teacher certification, local standards for hiring, and competency and performance evaluations for both preprofessionals and classroom practitioners. (C, R)
4. To examine teaching as a profession; to identify trends toward greater professionalism; and to understand the purposes and functions of teacher associations. (C, R)
5. To reflect on statistical data which offer insights into a child's family life, social life, and school life; and to identify the many players in the socialization of a child. (C, LEA, R)
6. To identify major risk factors for children in the United States; and to explore the implications to academic achievement and teacher effectiveness. (C, LEA, R)
7. To identify relationships among such variables as social class, economic status, ethnicity, family structure, parental education, cognitive and verbal skill development, geographical residence, gender issues, and peer relationships and the potential effects on student academic achievement. (C, LEA, R)
8. To identify classroom obstacles to student learning and to develop strategies through which to lower those barriers to equalize opportunity to learn. (C, LEA, R)
9. To explore differences in educational structures and settings among other nations and to compare those examples of schooling to the public and private systems in the United States. (C)
10. To identify various efforts to reform schools in the United States, the characteristics of effective schools, and the basic steps of the process of school improvement. (C)
11. To understand that all educational issues are ultimately philosophical issues which are addressed on the basis of an individual's ideological orientation. (C, R)
12. To recognize the value of the critical analysis of one's beliefs to the formulation of a clear, concise, coherent personal philosophy which results in more consistent classroom practice. (R)
13. To compare and contrast traditional and contemporary philosophies in order to analyze the benefits and drawbacks associated with authoritarian structures for formal schooling and nonauthoritarian approaches to student learning. (C, R)
14. To explore the reasons why basic assumptions by humans affect how historical events are approached and interpreted, how ideas about the past affect current perceptions of social reality and educational theory, and why future policies and practices are shaped by such conclusions. – (C, R)
15. To examine the significant cultural, political, and economic forces that have shaped education in western culture. (C)
16. To examine the reciprocal nature of the school-society relationship in order to understand why public schooling in the United States is basically a conserving operation through which to maintain the status quo of society by transmitting the values, knowledge, and skills considered necessary for good citizenship. (C, R)
17. To understand from an historical perspective the effects of a dual system of education--one component for the elite and other forms for the less privileged--from colonial times to the present. (C, R)
18. To examine the origins and evolution of various formats and levels of education--such as the kindergarten; parochial, independent, and public elementary schools; private advanced schooling in Latin Grammar schools, academies, high schools, and sectarian colleges; public postelementary education in public high schools, colleges, and universities; the junior high school and middle school movements; postsecondary and graduate-level education at research universities. (C)
19. To develop an awareness of the nature of educational opportunities for minority group Americans--specifically, Native Americans, Hispanic Americans, African Americans, and Asian Americans--and how those precedent conditions influenced the future course of their schooling. (C, R)
20. To analyze why the specific aims, goals, and objectives of schooling in the United States have changed over our nation's history due to the effects of social, political, and economic forces and interest group activity. (C, R)
21. To understand how strong local control has shaped American education and how recent challenges to this tradition have, and could further, change the community role of the schools. (C)
22. To identify at each level of governance of public education --local, state, and federal--how the bureaucratic structure works; and to understand how it must be maintained to ensure maximum efficiency and effectiveness. (C)
23. To understand the purposes and functions of nonpublic schooling, and how private sector schooling is regulated. (C)
24. To trace the historical precedents and debate over the financing of the public schools and to consider issues related to the use of public funds in alternative public schools and private educational enterprises. (C)
25. To identify and analyze school revenue resources in terms of availability and ease of collection, strength, and equity; and to examine recent constraints on the power of the state and local communities to raise adequate funds for educational purposes. (C)
26. To examine the issue of separation of church and state in terms of Constitutional provisions with the First Amendment and the free exercise of belief or nonbelief, and with the Fourteenth Amendment in regard to equal protection before the law and due process guarantees. (C, R)
27. To analyze the purposes of secular education and the applications in practice of legal requirements that public schools remain secular in nature. (C, R)
28. To examine the history of racial segregation in the United States and the Civil Rights Movement; court decisions and legislation which outlawed de jure segregation; and the continuing effects of de facto segregation. (C, R)
29. To evaluate programs of compensatory education as means by which to improve equality of opportunity. (C, R)
30. To explore efforts to achieve greater respect for the pluralistic nature of American culture through multicultural education. (C, R)
31. To understand the benefits and drawbacks of current efforts to educate students with disabilities, and the role of each professional educator in the provision of an optimal learning environment for every child. (C, LEA, R)
32. To understand the nature, and to identify categories, of actions in tort; to elaborate on the grounds under which actions in tort may be taken against a teacher, and the steps necessary to establish a violation. (C, R)
33. To understand and apply the law to the exercise of teacher rights and the observance of student rights. (C, LEA, R)
34. To identify specific rights of teachers regarding academic freedom issues such as personal expression in speech, dress, and lifestyle; professional rights such as choice of curricular content and teaching methodology, contractual guarantees, freedom of association, collective bargaining and strike guidelines, certification and tenure requirements. (C, R)
35. To examine specific student rights such as the right to an education; equal access and equal opportunity; rights of confidentiality and impartiality; freedoms of speech, expression, and belief or nonbelief; and due process guidelines in relation to search, seizure, police interrogation, corporal punishment, and suspension and expulsion. (C, LEA, R)

Course Outline:

Week One: 3 Hours
- Course Introduction
- Teaching as a Career Choice
- Occupational Prestige and Pay Scales
- Teacher Employment and the Market
- Trends in Teacher Preparation and Certification
- Efforts to Improve the Teaching Force
  - Testing of Teachers, Diversity Issues, Recommendations of National Reports
- Reform in Education and Teacher Empowerment

Week Two: 3 Hours
- Teaching as a Profession
- Trends Toward Professionalism
  - Collective Bargaining, Professional Practice Boards, Mediated Entry, Staff Development, Collaboration, Career Ladders, Merit Pay, School-based Management
- Professional Associations: The NEA and the AFT
Week Three  3 Hours
Culture and Education
Agents of Socialization
  The Family, Peer Group Influences, The Culture of the School, Television and
  Other Media
Gender Issues, Schooling, and Achievement
Youth Problems and Educational Interventions
  Poverty, Health Care and Nutrition, Child Care, Child Abuse
  Life Maintenance Issues: Suicide, Drug Use and Abuse, Delinquency and
  Violence, Teen Employment, Teen Pregnancy, Dropouts

Week Four
Social Class and Success in School
Ethnicity and Educational Achievement
Reasons for Low Achievement among Low Status Students
Schools and Equality of Opportunity

Week Five  3 Hours
Models of Schooling in Other Nations
School Effectiveness and Reform in the United States
  Motivators: International Competitiveness, Equity and
  Performance of Disadvantaged Students
  Characteristics of Effective Teachers and School Settings
  The Process of School Improvement
  Efforts to Improve School Effectiveness
    Exemplary Interventions, Rural Education, Nonpublic Schools,
    Magnet and Alternative Schools, Choice Proposals, Year-Round
    Schooling, Gifted and Talented Students
Systemic Restructuring for Reform

Week Six  TEST ONE  3 Hours
Philosophic Inquiry and the Search for Meaning Philosophy
  as a Field of Study
Educational Philosophy and Educational Practice
Classical Philosophical Traditions

Week Seven  3 Hours
Modern Philosophical Foundations
Contemporary Educational Philosophies Perennialism, Essentialism
  Progressivism, Reconstructionism
The European Heritage and the Evolution of Formal Schooling in the United States

Week Eight  3 Hours
American Educational Foundations
  Colonial Education
  The Early National Period
  The Nineteenth Century and Universal Education
  The Educational Ladder: Democratizing Public Education; Higher Education
  Foundations of Minority Group Schooling
  Twentieth Century Schooling
Aims, Goals, and Objectives of Schooling
  Historical Perspectives and Swings of the Pendulum
Week Nine

The Form and Structure of American Education
Purposes of an Educational Bureaucracy
The Federal Role in American Schooling
  The Constitution and Civil Rights Guarantees, The Supreme Court,
  The Congress, The DOE
The State Role in American Schooling
  State Constitutions, Legislatures, State Courts, Governors, and Attorneys General
  Minimum Standards and Educational Guarantees
  Hierarchy of Responsibilities: State Board of Education, State Superintendent of Education
The Local Role in American Schooling
  Delegated Powers and Legal Limits
  Membership, Duties of Local Boards
  The Superintendent and Internal Organization of the System
  The Principal as Administrator and Instructional Leader
  Faculty and Staff Responsibilities
Public School District Demographics
Nonpublic Schools

Week Ten

Financing Public Education
  Historical Background on Revenue Resources:
    Federal, State, Local
    Categorical Aid, Block Grants, Equalization Efforts
Constraints on Taxation
Sources of Revenue
  Property Taxation: Production and Consumption Taxes (Sales, Use, Income); Lotteries
Inequities in Current School Finance Systems
  Per Student Expenditures
Planning and Budgeting Procedures: State and Local (Operating Levies, Bond Issues)
Education as an Investment

Week Eleven  TEST TWO

Legal Issues: Separation of Church and State
  Constitutional Provisions: The First and the Fourteenth Amendments
  Choice Issues and Supreme Court Decisions
    Compulsory Attendance
    Home Schooling
    Alternative Public Schooling

Week Twelve

Religion and Public Schooling
  The Neutrality Issue, the Pledge of Allegiance, Prayer and Bible Reading, Moments of Silence,
    Curricular Content, The Creationism/Humanism Debate
Church and State Cooperation:
  Public Funds and Private Schooling
  The Child Benefit Theory
  Excessive Entanglement
  Textbook Loans, Audio-visuals, Supplementary Services, Required Services and Studies
Week Thirteen 3 Hours

Providing Equal Educational Opportunity
The Civil Rights Movement
Legal Precedents:
  Court Decisions and Legislative Actions
  De jure and de facto Segregation
  White Flight and Resegregation
Public Education, Desegregation, and Integration: Access and Quality Issues
Compensatory Education
Multicultural Education
Students with Disabilities

Week Fourteen 3 Hours

The American Judicial System
Foundations of Law: Civil and Common Sources of Law
Divisions of Law: Civil and Criminal
Teacher Rights and Responsibilities
  Contract and Tenure Rights, Testing and Criminal Records Checks,
  Collective Bargaining Rights, Right to Strike, Right to Associate,
  Academic Freedom and Censorship, Reporting of Child Abuse and Neglect, Copyright Laws, Computer Ethics
Tort Liability and Negligence
  Standards of Care: Due Care, the Foreseeability Principle and Permission
  Slips, Attractive Nuisances, Breach of Duty, Contributory Negligence, and Assumption of Risk

Week Fifteen 3 Hours

Student Rights and Responsibilities
  In loco parentis, the Concept of Fair Play,
  Due Process Rights, the "Reasonableness" Rule, the Noninterference Rule
The Right to an Education, Equality of Opportunity and Educational Malpractice
Rights of Confidentiality and Impartiality
Right to observe or Not to Observe
Freedom of Speech and Expression
  Reasonable Rules and Standards Court Decisions
  Nonconformism within Reasonable Norms Decisions
Significant Disruption Rulings
Obscenity, Defamation, or Libel Issues
Health, Safety, Decency Issues
Censorship Rulings
Classroom Discipline and Corporal Punishment
Pupil Conduct
  Physical Force and Corporal Punishment Rulings
  Search, Seizure, and Police Interrogation
    Locker and Student Searches, Strip Searches
Suspension

Week Sixteen  FINAL EXAMINATION

Evaluation:
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<th>Activity</th>
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<td>Objective Examinations</td>
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<td>(Three at 200 points each)</td>
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<tr>
<td>Research Assignment</td>
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<td>Class Attendance/Participation</td>
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<td></td>
<td>700</td>
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**VITAL RELATED INFORMATION:**

**The C+ Rule**

ELE/SED 495 is one of the Professional Education courses required for completion of your degree program and certification in the State of Michigan. You are required to earn a C+ or better in each of those courses. Refer to the sections in your Bulletin dealing with your teaching degree program, particularly "Standards Leading to Teacher Certification."

ELE/SED 495 may be taken before or after student teaching; but, if you take this course prior to student teaching and earn less than a C+, you will NOT be approved for student teaching. You will have to retake this course and earn at least a C+ before you will be allowed to student teach.

**Syllabus Prepared By:**

Colleen A. Moore, Ph.D. (Name)

________________________ (Signature)

February 22, 1996 (Date)
Selected Bibliography


Selected Bibliography
(School Legal, Ethical Issues)


Reed, Mary Hutchings. *Copyright Primer for Librarians and Educators*. Washington, DC: National Education Association, 199(?)


**Selected Bibliography**

**(Law Technology)**


**Selected Bibliography**

**(Data References)**


Reed, Mary Hutchings. *Copyright Primer for Librarians and Educators*. Washington, DC: National Education Association, 199(?).  


