



Calumet College of St. Joseph
MAT 502: Foundations of Education

Term: MAT/Teach for America – Fall 2015

Course Number: MAT 502

Instructor: John M. Shields, Ph.D.

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Office Hours: By Appointment

Instructor's Background:

Educational: Ph.D. in Constructive Theology from Loyola University of Chicago (2004); M.A. in Theology from the University of Notre Dame (1999); Ph.D. and M.Ed. in Educational Administration and Supervision from Loyola University of Chicago (1987 and 1976 respectively); B.A. in Philosophy from Tolentine College (1972).

Professional: Serve as Education Department Chair and Associate Professor at Calumet College of St. Joseph and have served as Adjunct Professor at Loyola University of Chicago; Superintendent of Schools for the Roman Catholic Diocese of Gary (1992-1999); Principal of Bishop Noll Institute (1987-1992); and Educator/Administrator at Mendel Catholic High School (1973-1987).

Course Time and Location: T/Th - 5:00 p.m. to 9:00 p.m.

Course Description:

When one engages in the art and science which teaching is, one does so from within the context of a history and a culture. This is inevitable since all human beings belong to a community steeped in a history in which ideas, values, and beliefs are shared, transmitted, challenged, and transformed over time. Thus, what we teach, why we teach, and how we teach are always informed, either implicitly or explicitly (and for better or for worse), by the philosophical, historical, and legal foundations which serve as the underpinnings for our professional actions as educators. This course will, therefore, serve to facilitate a clearer, and thus more explicit, understanding of those foundations.

Our goal then is twofold: to come to a greater understanding of the philosophical, historical, and legal foundations of American education, *and* to come to evaluate those foundations with a view towards developing our own personal professional self-reflective philosophy of education. Thus, while this course will offer the student the opportunity to

appropriate the relevant historical, philosophical, and legal facts/concepts available in a “foundations” course in American education, the primary goal of this course is to facilitate the critically reflective development of a coherent philosophy of education.

Textbook: Foundations of Education (Pearson Custom Education Text) by Webb, Metha, & Jordan, Boston, Pearson Learning Solutions, 2012.

Learning Outcomes/Competencies:

The students in this course will:

Come to understand the key philosophical stances over time that have come to influence what, why, and how American educators teach.

Come to understand the major factors and themes that have and continue to inform the historical project which American education is and to make a critical evaluative judgment of those themes.

Come to understand the legal nature of the project of American education. This will require understanding the key facts/concepts inherent in a legal understanding of the American educational system(s).

Come to synthesize and critically appropriate foundational understandings into a personal philosophy of education that demonstrates a disposition of commitment to the education profession.

Understanding, making critical evaluative judgments, and synthesizing those understandings and judgments into a clear and coherent professional philosophy of education require that teacher candidates become “reflective practitioners.” Thus, **INTASC Principle IX** applies to this course and all of its reflective assignments, as do **NBPTS Core Proposition 4**, and **IDOE Pedagogy Standard 6** (and **ACEI Standard 5.1**) wherein teachers think systematically and critically about their practice and learn from experience.

INTASC Principle IX: Professional growth/reflection:

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow

NBPTS Proposition 4:

Teachers think systematically about their practice and learn from experience.

IDOE Pedagogy Standard 6: The Professional Environment

Teachers of grades P–12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

ACEI Standard 5.1: Professional growth, reflection, and evaluation:

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Learning Strategies:

As one may note from above, the overarching goal of the course is to explore – in a communal, sharing fashion – those facts, concepts, themes, ideas, etc. which have and continue to influence our educational decisions concerning what, why, and how we teach. In the very fact that we ask the “what,” “why,” and “how” questions, we are asking “foundational” questions, questions which demand the articulation of a philosophy of education. Thus, the facts and concepts that we will uncover – *via lectures, presentations, observations, an interview field experience, and evaluative discussions* – will all, hopefully, serve to support our final outcome: the development of a personal philosophy of education. Given my own belief that adults learn best in dialogue, in conversation that can be informative, challenging, and potentially transformative, I encourage active participation in the class. Moreover, given the highly compacted nature of the MAT classes, I greatly discourage absence from class except in the case of dire emergency. See the Education Department attendance policy below.

Assessment:

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| 1. 20% of Grade | - | Field Experience / Written Report |
| 2. 20% of Grade | - | Synthesis Paper – Philosophical Foundations |
| 3. 20% of Grade | - | Synthesis Paper – Historical Foundations |
| 4. 20% of Grade | - | Synthesis Paper – Legal Foundations |
| 5. 20% of Grade | - | Written Philosophy of Education |

Please note that all written assignments are due exactly on the days identified below or as announced in class. Also, please note that all written assignments are to be typed and double spaced – properly checked in advance for any grammatical and spelling errors. Teachers must be models of the exemplary use of the English language!

Grading will be according to the standard scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 and below.

Calendar:

Days 1 & 2	Introduction: Goals and Tasks Video Presentation: <i>Dead Poets' Society</i> Introduction to Philosophies of Education – Sample Handouts Summary of Major Philosophical Schools Synthesis Paper – Philosophical Foundations Due Succeeding Tuesday
Day 3 & 4	Blackboard Reports on key historical figures Introduction to the History of American Education Videos of <i>School: The Story of American Public Education</i> , 1 & 2 and processing thereof Synthesis Paper – Historical Foundations Due Succeeding Tuesday Field Experience Report Due Succeeding Tuesday
Day 5 & 6	Introduction to Legal Foundations of Education Process Handout on Government Roles Video of <i>School: The Story of American Public Education</i> , 3 Key Supreme Court Cases and Federal Legislation Synthesis Paper – Legal Foundations Due Succeeding Tuesday Written Personal Philosophy of Education Due Succeeding Tuesday

An essential component of the MAT Program is the utilization of *Blackboard* software on a weekly basis in order to enhance your educational experience. You have all been enrolled in my *Foundations in Education* course on *Blackboard*. As part of your *Blackboard* assignment, you will be asked to share (post) mini-research reports on famous historical figures in education and famous court cases having legal implications for schools today. Also, the *Blackboard* site will be used to share questions concerning your personal Philosophies of Education. This will all be done through the *Discussion Board*.

A note about the Field Experience: You are asked to accomplish two things in the course of that experience: first you are asked to interview an experienced (3 years or more) public or private school teacher or administrator in order to discover her/his own philosophy of education; secondly, you are to conduct an “observation” of that teacher’s classroom (or that principal’s school) in order to determine what “educational philosophy” is revealed through your observations. Very often, our educational philosophies are implicit; yet the artifacts of our educational environment may reveal those philosophies ever so subtly.

Education Program Attendance Policy:

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from one MAT class the student will be academically withdrawn by the instructor.

Tutoring Center (Student Success Center):

The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty

member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Disabilities Services:

Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing “reasonable accommodations” and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32