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Calumet College

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of Saint Joseph

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

**Term:** MAT/Transition to Teaching – Fall 2017

**Course Number:** MAT 502

**Instructor:** John M. Shields, Ph.D.

**Office Phone:** (219) 473-4262

**Email Address:** jshields@ccsj.edu

**Office Hours:** By Appointment

**Instructor's Background:**

**Educational:** Ph.D. in Constructive Theology at 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 Associate Professor at Calumet College of St. Joseph and 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:** Saturdays - 8:00 a.m. to 4:00 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 have come to teach and to demonstrate that understanding by the development of teaching strategies which reflect those various stances.

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 Standard 9** 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 Standard 9: Professional Learning & Ethical Practice:**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and

actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**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 Transition to Teaching classes, I greatly discourage absence from class except in the case of dire emergency.

**Assessment:**

- |                 |   |   |
|-----------------|---|---|
| 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 | - | Submission of One’s 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:**

Day One	Introduction: Goals and Tasks Video Presentation: <i>Dead Poets' Society</i> Introduction to Philosophies of Education – Sample Handouts Summary of Major Philosophical Schools <b>Synthesis Paper – Philosophical Foundations Due Succeeding Saturday</b>
Day Two	Introduction to the History of American Education Videos of <i>School: The Story of American Public Education</i> , 1 & 2 and processing thereof <b>Synthesis Paper – Historical Foundations Due Succeeding Saturday</b> <b>Field Experience Report Due Succeeding Saturday</b>
Day Three	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 <b>Synthesis Paper – Legal Foundations Due Succeeding Saturday</b> <b>Written Personal Philosophy of Education Due Succeeding Saturday</b>

As you know, an essential component of the Transition to Teaching 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.

### **The CCSJ Student Honor Code:**

I, as a student member of the Calumet College academic community, in accordance with the college’s mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;

Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

### **Electronic Devices:**

Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.

### **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 ***Transition-to-Teaching*** class the student will be academically withdrawn by the instructor.

### **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. See the CCSJ Website for current information regarding tutoring assistance. You can contact the Student Success Center at 219 473-4287 or stop by the Library.

**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 established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

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).

**Course Evaluations:**

At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are *essential* to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations.

**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.

Student Assistance Program: This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.

**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

# Emergency Procedures

## MEDICAL EMERGENCY

### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

## FIRE

### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

## BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## HAZARDOUS MATERIAL SPILL/RELEASE



## EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## TORNADO

### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

## RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.

10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.