

Murray State University

DEPARTMENT: Early Childhood and Elementary Education

COURSE PREFIX: EDU COURSE NUMBER: 403

CREDIT HOURS: 2

I. TITLE: Structures and Foundations of Education

II. COURSE DESCRIPTION AND PREREQUISITE(S): A course designed to provide the undergraduate teacher education student with an in-depth study of the foundations of education. The course includes a major emphasis in the social, historical, legal, and philosophical foundations of education.

Prerequisite(s): Admission to Teacher Education

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objective listed below. Following the objective, and enclosed in parentheses is a reference to where the Kentucky Teacher Standards for Preparation and Certification (KTS) and the Interstate Teacher Assessment and Support Consortium (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A.** reflect in ways that will enhance their ability to evaluate specific teaching/learning situations and/or programs (KTS #7; InTASC #9);
- B.** to incorporate a multicultural/global perspective into their teaching (KTS #3; InTASC #2);
- C.** organize, express, and respond to information and ideas (KTS #1; InTASC #1);
- D.** express greater self sufficiency, and creativity (KTS #1; InTASC #5); and
- E.** act as group members who demonstrate consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mindedness to other perspectives. (KTS #10; InTasc #10)

The EPP Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on their role in the teaching process, the history of the their profession and concerns relating to teaching in a diverse society, and the relationship between law, professional practice, and social justice.

Education Professional Standards Board Themes: In this class we will address issues relating to diversity and pay specific attention to the needs and concerns of exceptional children including the gifted and talented. We will also address issues relating to cultural and ethnic diversity, and the subject of reflective practice and self-assessment.

IV. CONTENT OUTLINE:

The topics listed below will be taught and assessed.

- A.** The Philosophy of Education
- B.** The History of Education
- C.** Education and Society
- D.** Education and the Law

- E. Diverse Perspectives of Education
- F. Culturally Relevant Pedagogy

V. INSTRUCTIONAL ACTIVITIES:

Lecture, question/answer, and class discussion. Handouts will be provided by the professor to direct topics for study and discussion. Students will read and study the required portions of text and will discuss and ask questions about the text.

- VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** You must attend a School Board Meeting (2 cumulative hours) *and* a Site-Based Decision Council Meeting (1 cumulative hours). You must dress professionally when you attend these meetings. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

School Law: What every Educator Should Know (SL) by Schimmel, Fischer, and Stellman
Foundations of Education: Problems and Possibilities in American Education (FE) by Craver and Philipsen
Various supplemental articles provided via Canvas

VIII. EVALUATION AND GRADING PROCEDURES:

Your final grade will be based on the one exam, class attendance, class participation, quizzes, your philosophical statement, five reflective analysis papers and your final community exploration project.

Evaluation: Grades will be awarded from the numerical average score of all assignments according to the following percentages:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110,

Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**