2. COURSE DESCRIPTION:
Phil & Hist Foundation of Education. (3) I, II. Prerequisites: Prerequisite or Corequisite: Satisfactory grade in EDF 103 or enrolled in EDF 103; An introduction to social and cultural influences on schools, the purposes of schooling, the governance, financing, and administration of schools, and the role of the individual as an educator. Background check per Teacher Education Services approved procedure, must be ordered and paid for by the first day of class. 40 hours of field experience required in companion course, EDF 349Q.

EDF 203: Philosophical and Historical Foundations of Education is a survey course which introduces candidates to the philosophical, historical, social and cultural influences on schools; the purposes of schooling; the governance, financing, and administration of schools; and the role of the individual as an educator.

This course will be taught as a hybrid course: face-to-face+ online

3. COURSE TEXT
Required Text:

SPECIAL NOTE: Course exams will cover material from the assigned text/supplemental readings and videos, which may or may not be discussed in class. Therefore, reading and viewing the material will have a direct impact on the candidate’s grade.

Supplemental Reading (provided electronically):


**Supplemental Videos:**

• Mondale, Sarah and Sarah B. Patton, eds., *School: The Story of American Public Education*. Boston: Beacon Press. 2001. This presentation of the book is provided free of charge to teacher education candidates in the form of four videos which will be used during the course. Our thanks to the EKU Library.


**Required Materials:**

Candidates in all sections of EDF 203 must purchase the following specialized materials:

○ An online Criminal Background Check from [Verified Credentials](http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KCIVR+000000) is required by the first day of class.

○ [TaskStream](http://www.ket.org/cgi-bin/cheetah/watch_video.pl?nola=KCIVR+000000) subscription is due during the first week of class.

**4. STUDENT LEARNING OUTCOMES:**

Upon completion of this course candidates will have:

○ written a personal Philosophy of Teaching

○ demonstrated through successful completion of course examinations a fundamental understanding of the philosophical and historical influences upon 21st century schooling.

○ demonstrated an understanding of Kentucky Teacher Standards through analysis of classroom instruction

○ created an initial evaluation portfolio consisting of a self-assessment of the candidate’s disposition for teaching; an assessment of the candidate’s technology skills; a diversity interaction paper; and two written reflections based on observations made during EDF 349 Q on 1) collaboration, and 2) creativity. Teacher Standards:
I(1,4,5,6,7,11); II(3,8); III(3,4,5,8,9,11,12,13,14,15); IV(1, 2); VII(1,2) VIII(2,3,4); IX(3,6,10,11, 13)

o demonstrated through successful completion of course examinations a basic understanding of social and cultural influences on schools including student diversity and exceptionality. *Teacher Standards: I(4,5,6,10); II(3);*

o demonstrated through successful completion of course examinations possession of the basic concepts in public school governance, organization and administration; historical and philosophical foundations of the public school; KERA; and the employment prospects for an educator in the future. *Teacher Standards: I(3,6,10)*

o through observation and field experiences in EDF 349 Q acquired a fundamental understanding of the duties and activities of an educator. *Teacher Standards: I(1); III(9); V(1); VI(1,5)*

o demonstrated through successful completion of course examinations a basic understanding of the purposes of schooling in America. *Teacher Standards: I(1,2)*

o demonstrated through successful completion of course examinations a basic understanding of governance, finance, and administration of schools and school law. *Teacher Standards: I(1,2)*

o demonstrated through course activities a basic understanding of the role of the educator as an instructional planner for all students in all their diversity due to learning style, race, culture, language, socioeconomic status and/or exceptionality. *Teacher Standards: I(1,2,5,6,7); II(3); III(2,5,15); IV(2); V(1); VI(5); IX(3,8,9)*

o demonstrated a basic understanding of EKU Professional Dispositions Model for Effective Educators and completed a self-assessment. *Teacher Standards: I(6); II(1,2,3,4,6,7,8); III(1,2,7,9,14); IV(2); VI(4,5); VII(1,2); VIII(2,6); IX(10,16)*

o demonstrated specific computer technology competencies including word processing, internet research, on-line discussion groups, and computer-generated presentations as are necessary for success in college. *Teacher Standards: IX(6)*

5. EVALUATION METHOD:
Candidates will be assessed using a weighted grading system which assigns relative values to various aspects of the course. Candidates will receive one grade for the course. Weights are as follows:

Quizzes = 30%
Assignments = 30%
Portfolio (including Key Assessment) = 15%
Philosophy of Teaching = 15%
Attendance = 10%
Grades for this course are not rounded or curved. Students will receive the grade they earn according to the following standard:

- 90% and above of points possible  A
- 80% to 89% of possible points  B
- 70% to 79% of possible points  C
- 60% to 69% of possible points  D
- Less than 60% equals failure  F

A grade of C or better in EDF 203 is required for candidates to proceed with admission to the Teacher Education Program.

6. STUDENT PROGRESS REPORT
Prior to the date for withdrawal from the course, and upon request, the instructor will provide a written progress report indicating the status of the student at that time.

7. ATTENDANCE POLICY
By college policy absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given an opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.

Students should be aware of EKU’s Use it or Lose it/1st day disenrollment policy (2010). Students who sign up for the course, but fail to attended the first class (without informing the instructor in advance), will be disenrolled from the course to make room for other students who want to take the course.

8. LAST DAY TO DROP THE COURSE:
The last date to withdraw from a full semester course is listed on the Colonel’s Compass Calendar. (http://www.eku/compass/calendar/)

9. DISABILITY STATEMENT:
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.
10. ACADEMIC INTEGRITY:
Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. COURSE REQUIREMENTS
Successfully complete all course assignments.
Provide meaningful contributions to class discussions and activities.
Successfully complete all exams and quizzes.
Minimum contents of the TaskStream evaluation Portfolio include the candidate’s:
1. Key Assessment: A 500-word reflection on Creativity and a second 500-word reflection on Collaboration (instructions provided in class)
2. Confirmation of the Candidate’s agreement to adhere to FERPA regulations by keeping confidential any personally identifiable information regarding any students that may come to the candidate’s attention during their Applied Learning Experiences.
3. Technology Self-Assessment Pretest.
4. Candidates will also confirm their understanding that the Teacher Education Program evaluates each candidate’s disposition for working professionally and effectively with all students (completed on the Teacher Education Services website).

Coordination of EDF 203 (course work) with EDF 349Q (field work)

Beginning with EDF 203, candidates will enter a formal series of Applied Learning Experiences totaling 200 hours required over the course of the Teacher Education Program. EDF 203 (course of study) is paired with EDF 349Q (field work).

Candidates must enroll in both the course and the field work in the same semester. Successful completion of the field work is required for passing the course.

Successful candidates in EDF 349Q will receive .5 course credit for 40-hours of field work.

Consistent with 16 KAR 5:040, EDF 349Q will provide candidates to EKU’s Teacher Education Program an applied learning experience that meets the major course requirements including
tutoring (EPSB indicator C), attendance at a School-based Decision-making (SBDM) Council meeting (EPSB indicator E), and the opportunity to assist teachers or other school professionals in performing the duties of an educator (EPSB indicator G). In addition, the Applied Learning Experience will document each candidate’s ability to demonstrate Creativity (Section 1: 4 [a] 3) and Collaboration (Section 1: 4 [a] 4), also major course objectives. Through observation and field work, candidates will acquire a fundamental understanding of the duties and activities of an educator. Kentucky Teacher Standards: I(1); III(9); V(1); VI(1,5).

**Expectations for College-level writing**

- Candidates are expected to demonstrate the ability to write in an appropriate academic style.
- Papers failing to meet this requirement will be returned for correction or penalized during grading.
- Any candidates demonstrating a need to improve the quality of their writing may be directed to the Noel Studio for Academic Creativity for assistance.

> “The Noel Studio is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at [http://www.studio.eku.edu/](http://www.studio.eku.edu/) or call 859-622-7330.”

All candidates must complete several MANDATORY ASSIGNMENTS that are required for acceptance into the Teacher Education Program.

These include:

- Establish an account, and purchase an online Criminal Background Check at Verified Credentials prior to the first day of class.
- Successfully complete confidentiality training.
- Purchase a subscription to TaskStream and complete the introductory components of the candidate’s evaluation portfolio. The evaluation portfolio is used by education professors to assess each candidate’s progress toward successful completion of the Teacher Education Program.
- Successful completion of The Guided Learning Experience (Mentoring Project) and Independent Learning Experiences during EDF 349 Q.
- Submit an Ethics Declaration to the Teacher Education Program office (Details here).
- Complete a Speech and Hearing Screening (provided on campus by EKU).
12. COURSE OUTLINE:

- The Teaching Profession
  - The EKU Teacher Education Program
  - Establishing an Evaluation Portfolio for the Teacher Education Program
  - Family Educational Rights and Privacy Act (Confidentiality training)
  - Speech and Hearing Screening
  - Praxis I & II preparation

- Philosophies of Education and Teaching
  - Educational Theorists
  - A Philosophy of Teaching

- Curriculum and Instruction in Kentucky and the Nation
  - Lesson Planning
  - Classroom Management
  - Creativity and Collaboration
  - Kentucky’s Unbridled Learning Accountability System
  - Technology and Learning

- A Survey of the Historical influences on American Schools
  - Common Schools
  - Progressive Education
  - Rural School Improvement efforts
  - Social Justice and diversity
  - Student Assignment plans

- Social Influences on Teaching and Learning in America
  - Rural school improvement
  - Character: Grit and Persistence toward long-term goals
  - Community Resources for Students, Teachers, and Families
  - Teaching Students with Special Needs and Students at Risk

- The Legal Basis for Education and School Law
  - Political and Economic Influences on American Education
  - Teachers Behaving Badly
  - Bullying

- The Governance and Financing of Public Schools
  - Fiscal Equity and Adequacy in Kentucky schools

- Current events in public schooling

13. PROGRAM EXPERIENCES

After completing EKU’s College of Education foundations courses, candidates will have a working knowledge of the EKU Conceptual Framework, the EPSB Kentucky Teacher Standards and Code of Ethics, and Kentucky Core Content for Assessment. Candidates are assessed within the foundations coursework to ensure that they have acquired a solid knowledge base. A strong foundation in these areas is necessary for candidates to effectively apply these varied concepts
in projects and assessments in later classes. It should be noted that while the foundation courses focus on knowledge, evidence of application is required of candidates in one or more areas of each foundation course.