Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

**NOTE:** The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Text**


LiveText, web software

See bibliography section for additional readings/resource materials

**General Course Description**

This course teaches students about the history of child development and early childhood education as well as the social, historical, and philosophical influences that shape education in America. Students learn about the foundations of learning in the areas of cognitive, language learning, and social and emotional development. Emphasis is also placed on school law, organization, finance, and current issues and trends in education.

As a separate but related part of this course, a 20-hour field lab is also required. This 20-hour field lab provides candidates the opportunity to share in selected teaching duties with an emphasis on instructional methodology and teacher-student interaction.
**Student Learning Outcomes**

After successful completion of this course students will be able to:

1. to articulate, verbally and in writing, an improved understanding of the historical development of the American education system.

2. to articulate, verbally and in writing, an improved understanding of how social, cultural, political, and economic factors affect the quality of education in the U.S.

3. to formulate/improve upon a personal philosophy of education on which to base a teaching-learning model for use in the classroom.

4. to plan and carry out educational surveys relevant to the improvement of education.

**NCDPI/NCATE Standards & Indicators**

The course will address the following “Standards and Indicators” as stipulated by the North Carolina Department of Public Instruction and NCATE.

**Core Standards:**

1.3: Teachers understand the ways in which their teaching area connects to the broad curriculum.

2.1: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the student they teach.

4.1: Teachers lead in their classrooms.

4.2: Teachers lead in the school.

4.3: Teachers lead in advocating for schools and children.

4.4: Teachers function effectively in a complex, dynamic environment.

4.5: Teachers meet high ethical standards of practice.

4.6: Teachers support the teaching profession.

5.1: Teachers analyze the results of teaching.

5.2: Teachers collaborate with their colleagues.

5.3: Teachers use research in their classrooms.

5.4: Teachers continue to grow professionally.

**Diversity Standards**

1.1: Teachers select, evaluate and incorporate unbiased instructional materials

1.2: Teachers use multiple strategies to address the needs of individual learners
1.3: Teachers create a safe, inclusive and caring environment in which all students can learn.

1.4: Teachers use a variety of assessment procedures.

4.1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds.

4.3: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

5.1: Teachers become strong advocates for educational equity.

5.2: Teachers are proactive and deliberate in promoting and fostering respect among students.

**Technology Standards**

5.3: Teachers apply technology to increase productivity.

6.1: Teachers model and teach legal and ethical practice related to technology use.

**B-K Standards**

1.2: B-K professionals know the philosophical, historical, and legal issues in the field of child development, early childhood special education, and early intervention.

7.1: Accommodate individual learning styles, needs, and interests of ALL young children.

8.1 Create an environment that is reflective of the children in the classroom setting that honors diversity.

8.2 Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.

10.2 Respect confidentiality and informed consent.

**Elementary Education Standards**

4.1: Teachers have a basic knowledge and understanding of world cultures.

14.1: Teachers understand and respect that families and communities may have diverse attitudes about the educational process.

14.3: Teachers guide students in developing rational solutions to controversial problems.

14.5: Teachers discourage prejudice, derogatory comments and stereotypical perspectives by modeling and selecting bias free instructional materials.

**English Education Standards**

2.1: Teachers understand skills and strategies that enhance reading.
2.2: Teachers understand comprehension strategies
3.2: Teachers understand the importance of teaching grammar and usage in context.
11.1: Teachers incorporate diverse resources in context to connect global ideas to student experiences.
11.2: Teachers respect students’ native languages in their relation to the conventions of Standard English.
11.3: Teachers enhance students’ understanding of themselves and others to establish classroom cultures of mutual respect.

**Mathematics Education Standards**

3.3: Teachers demonstrate an ability to analyze tables and graphs to identify properties and relationships.
5.1: Build new mathematical knowledge through problem solving.
5.2: Solve problems that arise in mathematics and in other contexts.
7.1: Teachers use varied strategies, including problem-based learning, inquiry, investigations, direct instruction, exposition.

7.4: Knowledgeable about and sensitive toward various teaching/learning styles.

**Course Procedures**

A lecture-discussion method of instruction will be adopted. Each candidate will be expected to have read the prescribed reading and be ready to participate actively in class discussions. Candidates will be given an opportunity to critique articles on subjects of crucial importance to current thinking in education.

**Assignments:**

1. Reflection on students’ k-12 school experiences and on current events impacting education. (Standards to be addressed: **Core:** 1.3; 2.1; 4.1; 4.5; 4.6. **Diversity:** 1.2, 1.4.3; 5.2. **Technology:** 5.3)
2. Personal philosophy of education (Standards to be addressed: as in (1))
3. Interview of a teacher trained in another country (Standards to be addressed: same as above)
4. Review of Journal Articles (Standards to be addressed: Core: 5.1, 5.3. Diversity: 1.1, 1.4; Technology: 5.3)
5. Other: as may be announced

**Library Component:** The librarian in the Curriculum and Materials Center (CMC) will make a presentation to the class to help students with library skills. The presentation will include:

- How to write, using the APA style (Publication Manual of the American Psychological Association, 6th Ed.)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Printout of Web sites that provide tips on writing research papers
- Tips on how to use Microsoft Word.

To provide feedback on this library component, students will be asked to complete an evaluation form.

*(Standards: 11.0, 2.6, 2.8, 6.4, 7.2, 7.3, 9.0, 12.1)*

*Other elements of the department’s conceptual framework (critical thinking and problem solving) are also addressed in the assignments listed above.*

**Course Outline & Activities:**

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<tr>
<th>Date</th>
<th>Activities</th>
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<tr>
<td>Jan. 15-25</td>
<td>Orientation and Housekeeping Tasks; Explication of the Department’s Conceptual Framework; Introduction; Scope of and Rationale for the study of Foundations of Education; Teaching as a Profession. (Chapter 1 plus handout). Standards &amp; Indicators to be addressed: Core: 1.3, 2.1, 4.3, 4.5, 4.6, 5.2, 5.3, 5.4; Diversity 1.1, 1.2, 1.3, 4.1, 4.3, 5.1, 5.2; Technology 5.3 6.1).</td>
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<tr>
<td>Exam #.1</td>
<td>Debate on critical issues in education from previous lectures. Historical Foundations of Education (Chapters 7, 8 &amp; 9 Plus Handouts). (Standards: Same as above). Celebration of Black History Month – Origin and significance. (Standards and indicators as above)</td>
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<tr>
<td>Jan. 26 – Feb. 1</td>
<td>Exam #. 2 Critical Issues in Education (to be discussed on Discussion Board and during Chat Sessions). Last day to add or drop a course without “W” grade is Jan 26.</td>
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<td>Feb. 2 – 8</td>
<td>Legal Foundations of Education. (Chapter 6) Standards to be addressed: Same as above.</td>
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<td>Feb. 9 – 15</td>
<td>Exam #.3 * Economic and Political Foundations of Education. (Chapter5) (Standards to be addressed: Same as above)</td>
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<td>Feb. 23 – Mar. 8</td>
<td>Sociological Foundations of Education (Chapters 2, 3 &amp; 4 Plus Handouts). (Standards to be addressed: Same as above) Exam #.5</td>
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* * Academic Advising Oct. 20 -23
* * Online registration for spring and summer 2009 begins on Oct. 25
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<th>Mar. 9 - 15</th>
<th><strong>Philosophical Foundations of Education; Development of a Personal Philosophy of Education</strong> <em>(Standards: Same as above)</em> <em>(Chapters 10, 11 &amp; 12 Plus Handouts)</em></th>
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<td>Mar. 16 - 22</td>
<td><strong>Conclusion of the Philosophical Foundations of Education. Personal Philosophy of Education Due March 20.</strong></td>
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| Mar. 23 - 29 | **Critical issues in education.** *(Same standards and indications as above to be addressed)*  
**Last day to withdraw from a course with a “W” grade is March 27.** |
| Mar. 30 – April 12 | **Report/discussion on interviews with teachers trained outside the United States of America – Global comparison of teacher training and the teaching profession in other countries.** |
| April 10 – 19 | **Easter and Spring Break** |
| April 20 – May 8 | **Recap/Review**  
**Finals for graduating seniors** *(April 23 – 27; Grades due April 29)*  
**Classes end** *(April 30)*  
**Deadline for removal of fall 2009 “I” grades is May 1.**  
**Finals for non-graduating students** *(May 4 -7; Grades due May 12)*  
**End of semester on May 8** |

* The above schedule may be adjusted as circumstance(s) may dictate.

**Course Evaluation:**

Candidates’ final grades will be arrived at based on their performance on the following measures using the grading scale listed below:

1. Reflections on their elementary and secondary school experience and on current events affecting education; development of a personal philosophy of education, etc. *(10%)* *(Standards to be addressed:)*
2. There will be five one-hour exams based on the assigned readings and lectures. An exam missed will count as a zero. (25%) (Standards to be addressed: content knowledge, critical thinking, problem solving, diversity)

3. Personal philosophy of education (10%) (Same standards as in 1 above)

4. Other assignments – will be announced (20%)

5. Attendance, class participation, completion Census Data Form and Work Product Permission Form, and course evaluation (5%) (Standards to be assessed: Content knowledge, diversity, disposition, critical thinking and problem solving)

6. A final exam (summative evaluation) of the semester’s work. (30%) (Same standards as 5 above)

Grading Scale:

A............... 90 – 100 (Target)
B............... 80 – 89 (Acceptable)
C............... 70 – 79 (Acceptable)
D............... 60 – 69 (Unacceptable)
F............... Below 60 (Unacceptable)

Recommended Readings


It is important that candidates consult scholarly journals/publications, including the following, for recent developments in the field:
American Psychologist
American Educational Research Journal
Issues in Higher Education
Black Issues in Higher Education
Bulletin of the National Association of Secondary School Principals (NASSP)
Encyclopedia of Educational Research
Educational Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Educational Training Program
Journal of School Psychology
Multicultural Review
Phi Delta Kappan
Psychological Review
Review of Educational Research
School Board Journal
Relevant Internet sources (e.g. www.schoolreport.com; nclive.com)
APA Website: (http://www.uwsp.edu/psych/apa4b.htm)

Students will be required to familiarize themselves with the University’s library resources, including those of the Department’s Curriculum and Materials Center (CMC). The CMC Director will provide a presentation to the class on how to access these resources using several databases, such as NCLIVE.

In addition, several handouts derived from a variety of sources will be made available.

**Course Requirements: Rules/Expectations**

1. Attendance: You are expected to comply with the University Attendance Policy. Candidates are allowed as many unexcused absences as the number of times the course meets per week. For example, in a three-credit-hour course that meets three times per week, candidates will be allowed three unexcused absences per semester; if the class meets twice per week, candidates will be allowed two unexcused absences per semester.

Remember that it is your responsibility to explain to your instructor any absence, reason for tardiness, or early departure from class at the earliest possible time. **You will have one week from the date of an absence to present your instructor with a University excuse.**
2. All assignments, including homework/projects, are due at the beginning of the class period on the day they are due. Assignments not turned in on time will result in a recorded grade of zero, unless your instructor has agreed in advance to a late submission. **All assignments must be kept on a diskette and also in hard copy form. Handwritten assignments will not be accepted unless exception is made by the course instructor.**

3. Exams: Tests and quizzes will be announced in advance and/or as specified in the schedule of activities. Make-up tests will only be given when a candidate produces a University excuse. An arrangement for a make-up test is the responsibility of the candidate and must be completed within one week of the original test date.

Special Accommodation:
**Equal educational opportunity is provided to students with special needs due to disability. Please notify the instructor if reasonable accommodation is needed to meet the requirements of this course.**