

**Alabama State University**  
**College of Education**  
Master Syllabus  
for

**Course Title:** Contrasting Philosophies of Education  
**Course Number:** EDU 554  
**Prerequisite:** Undergraduate Degree  
**Credit Hours:** 3  
**Required Text:** Gutek, G. L. (2014). Philosophical, Ideological, and Theoretical Perspectives on Education. 2nd Edition. Pearson Education, Inc. ISBN: 013-2852381

**Electronic Resources:** Blackboard and Livetext  
**Course Description:** This course is designed to further expose students to current educational theories in an attempt to formulate, clarify, and refine their basic educational philosophies, and the root cause of professional behavior.

**Educator as Decision Maker** The Conceptual Framework of the College of Education describes the candidate as *The Educator as Decision-Maker*. This concept embodies the College's constructivist approach to teaching and learning. Students' prior knowledge, skills, and attitudes, including dispositions, interconnect with the knowledge, skills, dispositions and expectations they encounter as ASU. As a result of this fusion, students develop and acquire new knowledge, skills, and attitudes that manifest themselves in the students' informed decision-making capabilities – their tendency to put into action their capabilities as change agents, reflective practitioners and lifelong learners.

**ADA Statement:** Any student requiring alternative formats for testing and/or handouts for this course, or other accommodations, due to a disabling condition will advise the instructor within the first week of class.

**Prepared by:** Esenc M. Balam Date 05/01/2014

**Department Chairperson:** \_\_\_\_\_ Date \_\_\_\_\_

**Dean:** \_\_\_\_\_ Date \_\_\_\_\_

## PURPOSE OF THE COURSE

### Outlined Standards for EDU 554

Assessment	CF	Standard (source)	Standard Description
<b>Examination/Quiz</b>	1.3	NCATE Standard 1c	Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
	1.4	INTASC 2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
		ALSDE Standard 290-3-3.-04 (5)(c)4.(ii)	Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.
	1.1	ALSDE: (5) (c) 2. (iv) NCATE (1) INTASC (9.11)	Comprehend the traditional philosophical orientations to teaching, which have influenced educational practices.
<b>Review of Journal Article</b>	1.4	ALSDE Standard 290-3-3.-04 (5)(c)4.(i)	Knowledge of research relating collective responsibility for student learning to increased achievement for all students.
	1.4	ALSDE: (5) (c) 1. (v) ALSDE: (5) (c) 1. (vi) ALSDE: (5) (c) 2. (iii) NCATE (4) INTASC (3.15) NBPTS (1.1)	Demonstrate an understanding of current educational issues, including teaching diverse learners, multiculturalism in education, addressing learners' individual needs, peer coaching and mentoring.

### ACADEMIC POLICIES

<b>Evaluation and Minimum Standards:</b>	Teacher candidates must pass each objective. All objectives will be evaluated with a quiz/exam or performance assessment.
<b>Evaluation Criteria and Grading Standards for ALL objectives:</b>	<ul style="list-style-type: none"> <li>• <b>A</b> will be awarded based on <b>90%</b> of the points available.</li> <li>• <b>B</b> will be awarded based on <b>80%</b> of the points available.</li> <li>• <b>C</b> will be awarded based on <b>70%</b> of the points available.</li> <li>• <b>D</b> will be awarded based on <b>60%</b> of the points available.</li> </ul>

	<ul style="list-style-type: none"> <li>• F will be awarded based on less than <b>60%</b> of the points available</li> </ul>
<b>Professional Dispositions</b>	<p>Discussions of scenarios of case studies provide an opportunity for students to explore the importance of having a good rapport with their students, creating a safe, positive &amp; supportive learning environment, and exploring teacher attitudes that positively or negatively influence the behavior of students who reside within their care.</p> <p>Professional dispositions are assessed in all COE courses.</p>
<b>Professionalism</b>	<p>All Alabama State University (ASU) students are expected to conform to recognized university standards of conduct, behave with decency, and dress appropriately while attending on and off campus functions and in academic settings, social events, extracurricular activities and other public functions.</p> <p>Appropriate Dress:</p> <ul style="list-style-type: none"> <li>• No student will be allowed to enter any university building with their pants hanging below the waist, without a belt, wearing spaghetti straps, or with hats and/or “doo” rags on their heads; and</li> <li>• No student will be allowed in any university building with pajamas on, except in the residence halls and excluding the lobby areas; and</li> </ul> <p>Students are to refrain from using profanity in any university building or on campus.</p>
<b>LiveText</b>	<p>LiveText is a web-based data management system that the College of Education uses to collect data for the purpose of assessment, evaluation, and accreditation. LiveText is an integral part of all courses within the College of Education. Initial and advanced candidates are expected to have an activated LiveText account. Throughout the coursework, practicum, and internship for individual programs, candidates will complete assignments, portfolios and surveys which require an activated account. There are no exceptions to this</p>

	policy.
<b>Class Attendance Policy</b>	<p>Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session. Attendance is required to verify official enrollment and continuance in each course. When students are absent from class for authorized reasons such as death in the family, illness, hindrance by true emergency situations or University activities, they will be allowed to make up assignments/examinations that they missed. Instructors, of course, are not obligated to provide make up opportunities for students who are absent, unless the absences have been officially approved. Official excuses can be obtained from the Office of Student Affairs. An officially excused absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from completing the course requirements. Students receiving veterans benefits are required to attend classes according to the regulations of the Veterans Administration, in addition to those requirements set by the university for all students.</p> <p>Instructors are required to keep an accurate attendance record for all students enrolled. It is the responsibility of the student to withdraw from the university or drop a course, within the allowed timeframe, when this is the desired course of action.</p>
<b>OTHER READING AND RESOURCES</b>	
N/A	

### ASSESSMENT DESCRIPTION AND RUBRIC

#### **Examination/Quiz of Philosophy and Education**

This examination/quiz will assess students' ability to explain philosophical terms as they relate to education such as deductive, inductive, idealism, realism, axiology, epistemology, ontology, scientific method, pragmatism, idealism, realism, existentialism, essentialism, perennialism, dichotomy, eclecticism, perennialism, essentialism, progressivism, and social reconstructionism.

#### **Examination/Quiz of Idealism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of idealism as it relates to education.

#### **Examination/Quiz of Realism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of realism as it relates to education.

**Examination/Quiz of Pragmatism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of pragmatism as it relates to education.

**Examination/Quiz of Postmodernism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of postmodernism as it relates to education.

**Examination/Quiz of Essentialism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of essentialism as it relates to education.

**Examination/Quiz of Perennialism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of perennialism as it relates to education.

**Examination/Quiz of Progressivism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of progressivism as it relates to education.

**Examination/Quiz of Social Reconstructionism and Education**

This examination/quiz will assess candidates' comprehension of the basic tenets of reconstructionism as it relates to education.

	<b>Exemplary</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unacceptable</b>
<b>Examination/Quiz Performance</b>	Candidate's accuracy on the selected assessment is equal to or above 90%.	Candidate's accuracy on the selected assessment is between 89.9 and 80%	Candidate's accuracy on the selected assessment is between 79.9 to 70%	Candidate's accuracy on the selected assessment is between lower than 70 %

**Article Review on Educational Philosophy**

This review will assess candidates' comprehension of the philosophical bases of selected educational issues.

## RUBRIC: EVALUATION OF ARTICLE REVIEW

<b>Value</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Research of observation or topic material</b>	Excellent detail, wide topic range, perceptive, very well organized	Much detail, good topic range, perceptive, well organized	Adequate detail, basic topic range, some perception, adequate organization	Limited detail, few topics recorded, minimal perception, some organization	Inadequate detail, few topics recorded, inadequate perception, inadequate organization
<b>Content of presentation material</b>	Highly detailed content	Detailed content	Mostly complete content	Partially complete content	Incomplete content
<b>Organization</b>	Excellent flow, very logical sequence and transitions	Good flow, logical sequence and transitions	Acceptable flow, mostly logical sequence and transitions	Poor flow, some awkward or illogical sequences and transitions	Inadequate organization, many awkward or illogical sequences and transitions
<b>Presentation quality, design, relevance of visual aids</b>	Excellent readability and appearance, very clearly supports speaker's message	Good readability and pleasing appearance, clearly supports speaker's message	Acceptable readability and appearance, supports speaker's message	Limited readability and cluttered or disorganized appearance, poor timing, limited support of speaker's message	Minimal readability and cluttered and disorganized appearance, minimal or no support of speaker's message
<b>Outline</b>	All the content in the outline is available with clear description	All the content in the outline is available with mostly clear description	Most of the content in the outline is available	Some of the content in the outline is available	Minimal content available