



## EDCI 633-7901: EDUCATIONAL PHILOSOPHY Fall 2017

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**Description:** Philosophic beliefs underlying the democratic school system, its objectives, and the means of obtaining them are reviewed. It provides a basis for a philosophy of life and education in a democratic society (Chadron State College 2016-2017 Catalog, pg. 261).

**Prerequisite:** An earned baccalaureate degree from a regionally accredited institution of higher education.

**Required Text:** Gutek , G.L. (2014). *Philosophical and ideological voices in education*. Boston: Pearson - Allyn and Bacon.

This course is a required core course in both the Education Administration and Curriculum and Instruction masters programs. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Intended Program Outcomes for both programs follow:

Education Administration Program Outcomes:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, thinking skills, human relations/diversity)
2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology/technology, professionalism, assessment, thinking skills, human relations/diversity)
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, thinking skills, methodology/technology, professionalism)
4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, methodology/technology, human relations/diversity)

5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Inclusive environments, communication, professionalism)
6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, thinking skills, Inclusive environments)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, thinking skills, methodology, professionalism, assessment, and Inclusive environments)

### **Curriculum & Instruction Program Outcomes**

1. develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. (*methodology/technology; human relations/diversity*)
2. develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*methodology/technology; thinking skills*)
3. design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*methodology/technology; professionalism, assessment*)
4. demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*human relations/methodology/technology*)
5. communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*communications; professionalism*)
6. utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*assessment; methodology/technology*)
7. improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. (*professionalism; methodology/technology*)
8. foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. (*professionalism; communication/human relations/diversity*)

### **Education Unit Conceptual Framework:**

This course supports the conceptual framework, *Developing as Visionary Leaders for Lifelong Learning*, through the following components:

| <b>Component</b>       | <b>Activity</b>   |
|------------------------|---|
| Leadership             | Examination of various belief systems and how differences in beliefs create conflict between individuals and groups. Application of knowledge of belief systems to effectively lead individuals and groups toward common goals. |
| Communication          | Active listening, cooperative learning groups and development of written and/or oral statements of educational philosophy. Facilitation of class activities by individual students  |
| Professionalism        | Identification with the profession of teaching and related ethical behaviors.   |
| Inclusive Environments | Connections are identified between beliefs and how these beliefs influence how people relate to each other. Self-assessment of beliefs in regard to their effect on curriculum and methods.                                     |
| Assessment             | Consideration of the effect of beliefs with regards to assessment decisions, both substance and methods.  |
| Thinking Skills        | Guided thinking about the human endeavor of mental model building and how these mental models affect human behavior.  |
| Methodology            | Examination of varied strategies for establishing and promoting effective learning practices.   |

**Graduate Student Learning Outcomes: The student will be able to:**

1. Define the term "philosophy" in the larger educational context.
2. Describe the functions of philosophy with regard to curriculum and instruction.
3. Recount the historical development of educational philosophy.
4. Identify the philosophical concepts associated with specific educational views.
5. State the basic "questions" of philosophy.
6. Determine relationships between one's philosophy and practice.
7. Identify inconsistencies between his/her own philosophy and his/her own current professional practice.
8. Continue the life-long task of reviewing, reflecting, and revising his/her own personal and educational philosophy.
9. Continue development as visionary leaders.

**Methods of Instruction:** A combination of individual reading of text and Internet sources, discussion board interactions, and written assignments will be used.

### Course Requirements:

The course is planned to provide not only a content or knowledge base in Western philosophies but to gain practice in thinking of all forms. Thinking will include Socratic as well as metacognitive approaches. The person should leave the class with a sense of the evolution of the Western philosophies and how these influence ones own life and work. Connections between a philosophy of life and a philosophy of education are identified as the basis for a conscious effort at reviewing and revising the individual's personal philosophy.

Students will be expected to:

1. Read and study assigned portions of text.
2. Prepare and thoughtfully respond to discussion board questions and class member postings.
3. Develop an educational philosophy that can be presented on the discussion board and in written form to the instructor for grading.
4. Select and read articles/resources related to philosophical questions affecting the public schools. Use your body of current knowledge to enrich discussion board discussions.
5. Participate in class activities as assigned. Regular active participation in class discussions will be expected and required of all individuals enrolled in this course. Assignments and discussion board postings are due on or before the specified date. If you anticipate being absent, arrange to have the discussion board posted or a written assignment submitted in the drop before the due date.
6. Analyze the effects of philosophy on educational practice using the case study method.

### Nebraska State College Board Policy 4141

For a 1-credit hour course, Nebraska State College Board Policy 4141 suggests that students spend at least 45 hours per credit hour in learning activities. Since EDCI 639 is 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities. The learning activities will help you to attain the Student Learning Outcomes specified in the syllabus for this course.

It is expected that students will spend the following Hours per Week participating in each of the listed course activities:

|                                  | <u>Hours Per Week</u> | <u>Total for Course</u> |
|----------------------------------|-----------------------|-------------------------|
| Learning Activity                | 8.5                   | 135                     |
| Direct Instruction               |                       |                         |
| Reading & Interactive Multimedia | 3                     | 48                      |
| Homework                         | 1                     | 16                      |
| Discussions                      | 2                     | 32                      |
| Project-Based Learning           |                       |                         |
| Research-Based Learning          |                       |                         |
| Group Work                       |                       |                         |
| Assessments                      | 1                     | 16                      |
| Total                            | 15.5                  | 247                     |

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

**Course Schedule/Outline:**

**Topics:**

1. Philosophy and Education
2. Idealism
3. Realism
4. Theistic Realism
5. Naturalism
6. Pragmatism
7. Existentialism
8. Philosophical Analysis
9. Postmodernism
10. Ideologies and Education
11. Nationalism, American Exceptionalism and Ethnonationalism
12. Liberalism
13. Conservatism
14. Marxism and Liberation Pedagogy
15. Theory and Education
15. Perennialism
16. Essentialism
17. Progressivism and Social Reconstructionism
18. Critical Theory

Topic assignments and course schedule will be determined by the teacher and student interests. Class schedule will be posted in on-line folder.

**Grading Policy:**

Grade scale: 92 - 100 = A; 80 - 91 = B; 74 - 79 = C; 65 -73 = D; 0 - 64 = F.

30% -- Practitioner case study & personal philosophy

25% -- Exam

25% -- Discussion board responses/ article discussions

20% -- Positive interaction and participation

**\*\*\*Cheating will be immediate cause for Course Failure.**

**Selected Bibliography:**

Brumbaugh , R.S., & Lawrence, N.M. (1963). *Philosophers of education: Six essays on the foundations of western thought* . Boston: Houghton Mifflin.

Fenstermacher , G.D., & Soltis, J.F. (1992). *Approaches to teaching*. New York: Teachers College Press.

Freire , P. (1983). *Pedagogy of the oppressed*. New York: Harper & Row.

Gutek , G.L. (1997). *Philosophical and ideological perspectives on education, 2nd edition* . Boston: Allyn and Bacon.

Hirsch, E.D. (1987). *Cultural literacy: What every American needs to know*. Boston: Houghton Mifflin.

Hutchins, R.M. (1968). *The learning society*. New York: Praeger.

Jacobsen, D.A. (1999). *Philosophy in classroom teaching: Bridging the gap*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Kane, J. (1999). *Education, information, and transformation*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Ozmon, J., & Craver, S. (1995). *Philosophical foundations of education*, (6th ed.) Englewood Cliffs, NJ: Prentice Hall.

Singham, M. (1995). Race and intelligence: What are the issues? *Phi Delta Kappan*, 77(4), 271-278.

### **Student Behavior:**

**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at [http://www.csc.edu/publications/csc\\_student\\_handbook.pdf](http://www.csc.edu/publications/csc_student_handbook.pdf). Academic Policies, including academic dishonesty, can be found between pages 32-34.

**Attendance Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

**Civility** – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

**Nondiscrimination Policy/Equal Educational Opportunity Policy**: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the disabilities contact person (432-6268; Crites 011).

**In accordance with the Nebraska State College System Policy 4141** the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities.

A three credit class requires 45 in-class hours. In addition, you should expect to spend 3 hour each week on “new learning” out of class, including responding to forums, applying what you have learned in class, group work, etc. You should also expect to spend at least 6 hours each week on out of class work such as studying and preparing for assignments, tests, quizzes, etc.

**\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

**Disclaimer:** This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

## **CSC Mission & Master Academic Plan (MAP)**

### **Mission Statement**

Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

### **MAP Priorities, 2014-2018**

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- 1) Continue to implement and improve the Essential Studies Program (ESP).
- 2) Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.
- 3) Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC) and the library learning commons (LLC).
- 4) Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement.
- 5) Study, create, and implement a strategic vision for the graduate studies program.

6) Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.