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Submission Date: _____
Action-Date: UWUCC App 4/10/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

Senate Apr 5/1/01

I. CONTACT

Contact Person George Bieger Phone 357-2400

Department Professional Studies in Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE American Education in Theory and Practice
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision FDED 202 American Education in Theory and Practice
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change FDED 202
Old Number and/or Full Old Title

FDED 102
New Number and/or Full New Title

Course or Catalog Description Change FDED 102 American Education in Theory and Practice
Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Barbara K. Kusch
Department Curriculum Committee

George R. Bieger
Department Chair

Joseph W. Wodomaradi
College Curriculum Committee

John B. Bieger
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)





Indiana, Pennsylvania 15705

Date: April 3, 2001

Subject: FDED 202 Revision

To: Dr. Gail Sechrist

From: Dr. George R. Bieger, Chair
Professional Studies in Education Department

A handwritten signature in blue ink, appearing to read "G. Bieger", is written over the printed name of Dr. George R. Bieger.

I am attaching a copy of the latest version of the proposal for the revision of FDED 202. In this version, I have incorporated your recommendations, as outlined in your email message of March 20, 2001 that I have also attached.

I have revised the Catalog description as recommended (please see page 2).

I added the recommended insertion to the section on the Relationship of course to COE-ET Knowledge Base (please see page 3).

I reviewed the entire syllabus and did not see any reference to character or moral education and therefore deleted Objective 8 (please see page 3 and note that what is now identified as Objective 8 was previously Objective 9).

This should I hope, address all of the comments and recommendations that you gave to me. If there is anything else that you need from me, please let me know.

Thanks for your feedback, which was helpful, and for your assistance in expediting this proposed revision.

Enclosures:

Course Revision Proposal

Part I. Curriculum Proposal Cover Sheet (attached)

Part II. Description of the Curricular Change

1. New syllabus of record: attached
2. Summary of the proposed revisions: We propose to renumber the course from FDED 202 to FDED 102 and to delete the prerequisites (i.e., admission to Teacher Education).
3. Justification and Rationale: We propose the number change in order to comply with the revisions to the Teacher Education Program recently approved by the University Senate and at the request of the Teacher Education Coordinating Council. This change will permit students to enroll in this course during their first year and prior to being admitted to the teacher education program. Thus, the prerequisite of admission to Teacher Education must also be deleted.
4. Old syllabus of record: attached
5. Liberal Studies course approval form and checklist: not applicable

Part III. Letters of Support

None required

Note: One section of the current course has been approved to be offered as an Honors section by the Robert Cook Honors College. It is intended that one section of the revised course will also be offered as an Honors section, should this proposal be approved.



New Syllabus of Record

I. Catalog Description

FDED 102 American Education Theory and Practice

3c-01-3sh

Prerequisites: None

3 credits-0 lab hours-3 lecture hours

Designed to familiarize prospective teacher with the history and philosophy of American education with some of the practical aspects of teaching in the American public school classroom.

II. Course description and objectives

This course provides an introduction to some of the major traditional and contemporary philosophical concepts that have played a role in the formation of educational policies and practices. Emphasis will be on the relationship between educational theory and practice in such areas as the role of school in society, curricular content, teaching and learning methodology, educational goals and professionalism.

[This course material will address the needs of students from multicultural backgrounds and exceptional needs by identifying specific school programs currently functioning in the United States. It will detail the genesis and development of equal opportunity programs in educational environments and, in addition, will provide case studies examining the practical aspects of multicultural studies in the classroom and the school.]

Specific learning outcomes*

On the completion of this course, the student should be able to:

1. identify the main concepts and contributions of various philosophers and philosophical perspectives and how their theories relate to education
2. identify five main areas of a philosophy of education
3. identify the metaphysical, epistemological, and political contributions of various philosophers and philosophical perspectives
4. describe the characteristics of the status of education in the United States during various historical periods, including the Colonial Period (1630-1750), the Enlightenment Period (1750-1820), the New England Transcendentalist Period (1820-1870), the Pragmatic Period (1870-1920), the Naturalistic Period (1920-1960)
5. identify and describe at least three important historical developments in the movement for educational equality and cultural diversity and the impact on schooling in America
6. identify and describe the major educational reform movements since 1980 in America
7. demonstrate an understanding of effective classroom management techniques, effective classroom instructional techniques, and effective interpersonal skills in relationships with students, parents, colleagues, staff, and the community from the context of the philosophical, historical, and social perspectives presented in this course

8. identify, describe, and analyze factors that result from socialization that influence conditions in schools and classrooms

* Students will demonstrate specific learning outcomes through class activities and assignments, examinations, and the course paper.

Relationship of course to COE-ET Knowledge Base

The IUP Model for teacher education is designed within the framework of five major categories: Competence, Commitment, The Learner, Collaboration, and Content.

Course lectures provide data on the central concepts in a philosophy of education and encourage prospective teachers to formulate their individual philosophy of education. The teacher candidate, on successful completion of this course, will have an understanding and appreciation for the history of American education in the public sector. [Course activities will enable students to demonstrate an understanding of effective decision making in the areas of classroom management, motivation of students, structuring the lesson, and various aspects of teacher-student and teacher-parent relationships.]

Consequently, this course provides a broad theoretical understanding of the American school system that will enable the student to appreciate the contemporary American educational scene.

Course Participants

This course is required for all undergraduate teacher education majors on both the elementary and secondary levels of instruction. In addition, students preparing for specific areas of expertise, such as, special education, education of persons with hearing loss, rehabilitation education, and speech-language pathology and audiology are required to complete this professional education requirement.

III. Detailed Course Outline

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>	<u>Hours</u>
1	Status of the Profession Development of the Profession	Chapter One and Two	1.0 2.0
2	The Major Philosophies	Chapter Three	3.0
3	The Impact of Educational Theories on Educational Practice	Chapter Four Paper topics are due	3.0
4	American Education: European Heritage and Colonial Experience	Chapter Five	3.0
5	American Education: From	Chapter Six	3.0

Revolution to the 20th Century

6	Modern American Education: From the Progressive Movement to the Present	Chapter Seven	3.0
7	School and Society Mid-term examination	Chapter Eight	2.0 1.0
8	Responding to a Diverse and Multicultural Society	Chapter Nine	3.0
9	Students at Risk	Chapter Ten	3.0
10	Legal Framework for the Public Schools	Chapter Eleven	3.0
11	Teachers, Students, and the Law Governance and Financing of Elementary and Secondary Schools	Chapter Twelve Chapter Thirteen	3.0
12	The School Curriculum: Development and Design	Chapter Fourteen Papers are due	3.0
13	Institutional Practices in Effective Schools	Chapter Fifteen	3.0
14	Education for the New Millennium	Chapter Sixteen	3.0
15	Final Examination.		

IV. Evaluation Methods

1. Mid-term examination. The date and location of the examination will be announced by the instructor. This examination will count for 30 points toward the course grade. This examination will consist of a combination of multiple-choice questions and short essay questions on the lecture notes and readings.
2. Final examination. The date and location of the examination will be announced by the instructor. This examination will count for 30 points toward the course grade. This examination will be cumulative and will consist of a combination of multiple-choice questions and short essay questions on the lecture notes and readings.
3. Term Paper. Students will write a term paper based on their research of an educational topic of interest to them. This paper will count for 30 points toward the course grade. Topics can center around such educational controversies as vouchers, tracking, inclusion, single sex education, character education, or charter schools. Students may also want to research issues such as gender equity, school violence, multicultural education, providing classroom interventions for children with special

needs, or learning styles. All papers must include at least ten bibliographic sources and should be between 10 and 15 pages in length. A bibliography must be included and all references and citations must use the APA format.

4. All students are expected to attend all classes and to participate actively in classroom discussions and classroom activities. This participation will count for 10 points toward the course grade.

Letter grades for the course will be assigned using the following scale:

<u>Points</u>	<u>Grade</u>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 and fewer	F

V. Required Textbooks

Webb, L.D., Metha, A. & Jordan, K.F. (2000). Foundations of American education (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

VI. Special Resource Requirements

This course revision requires no special resources.

VII. Bibliography

Anderson, J.D. (1988). The Education of Blacks in the south, 1860-1935. Chapel Hill: University of North Carolina Press.

Bloom, A. (1987). The closing of the American mind. New York: Simon and Schuster.

Brumbaugh, R.S. & Lawrence, N.M. (1986). Philosophers of education: Six essays on the foundations of western thought. Lanham, Maryland: University Press of America.

Clift, R.T., Houston, W.R., & Pugach, M.C., (Eds.) (1990). Encouraging reflective practice in education. New York: Teachers College Press.

Conant, J.B. (1964). The education of American teachers. New York: McGraw-Hill.

Dewey, J. (1997). Democracy and education: An introduction to the philosophy of education (Reprint Edition). New York: Simon & Schuster.

Farris, P.J. (1999). Teaching: Bearing the torch. Boston: McGraw-Hill.

Gutek, G.L. (1988). Philosophical and ideological perspectives on education. Englewood Cliffs, NJ: Prentice-Hall.

Gutek, G.L. (1991). An historical introduction to American education (2nd ed.). Prospect Heights, IL: Waveland Press.

Gutek, G.L. (1997). Historical and philosophical foundations of education: A biographical introduction. Upper Saddle River, NJ: Merrill.

Herndon, J. (1968). The way it 'sposed to be. New York: Bantam.

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

Johnson, S. M. (1990) Teachers at work. New York: Harper & Row.

Kaestle, C. (1991). Literacy in the United States: Readers and reading since 1880. New Haven, CT: Yale University Press.

Morris, V.C. (1986). Existentialism in education. New York: Harper and Row.

Ozman, H.A. & Craver, S.M. (1999). Philosophical foundations of education. Upper Saddle River, NJ: Merrill.

Ornstein, A.C. (1990). Strategies for effective teaching. New York: Harper & Row.

Ornstein, A.C. & Levine, D.U. (2000). Foundations of education (7th ed.). Boston: Houghton Mifflin.

Perkinson, H.J. (1991). The Imperfect panacea: American faith in education (3rd ed.). New York: McGraw-Hill.

Pulliam, J.D. & Van Patten, J.J. (1999). History of education in America. Upper Saddle River, NJ: Merrill.

Tyack, D. & Hansot, E. (1990). Learning together: A history of coeducation in American public schools. New Haven, CT: Yale University Press.

Old Syllabus of Record

COLLEGE OF EDUCATION FOUNDATIONS OF EDUCATION DEPARTMENT INDIANA UNIVERSITY OF PENNSYLVANIA

COURSE TITLE: American Education in Theory and Practice
COURSE NUMBER: FE 202 - Multiple Sections
SEMESTERS TAUGHT: Fall, Spring, Summer

CATALOG DESCRIPTION:

Prerequisites: Students must have sophomore status and be enrolled in a teacher certification program.

Provides an introduction to some of the major traditional and contemporary philosophical concepts which have played a role in the formation of educational policies and practices. Emphasis will be on the relationship between educational theory and practice in such areas as the role of the school in society, curricular content, teaching and learning methodology, educational goals, and professionalism.

COURSE DESCRIPTION:

This course is designed to instruct the prospective teacher in the history and philosophy of American education and to provide instruction in some of the practical aspects of teaching in the American public school classroom.

The first goal or aim of the course is to explicate four philosophies of education, namely, an idealist philosophy of education, a realist philosophy of education, a pragmatic philosophy of education, and an existentialist philosophy of education.

The second goal or aim of the course is to detail five distinct periods in the history of American education, namely, the Colonial period, the Enlightenment period, the New England Transcendentalist period, the Pragmatic period, and the Naturalistic period.

The third goal or aim of the course will provide the student with practical aspects of the American school system, such as, the organization of the American school, the duties and obligations of the teacher, and the role of the Principal, Superintendent, and Board of Education.

This course material will address the needs of students from multicultural backgrounds and exceptional needs by identifying specific school programs currently functioning in the United States. It will detail the genesis and development of equal opportunity programs in educational environments and, in addition, will provide case studies examining the practical aspects of multicultural studies in the classroom and the school.

RELATIONSHIP OF COURSE TO COE KNOWLEDGE BASE:

The IUP Model for teacher education is designed within the framework of five major categories: Competence, Commitment, The Learner, Collaboration, and Content.

Course lectures provide data on the central concepts in a philosophy of education and encourage the prospective teacher to formulate their individual philosophy of education.

The teacher candidate, on completion of this course, will have an understanding and appreciation for the history of American education in the public sector.

Course activities, namely, the analysis of case studies, enables the student to demonstrate effective decision making in the areas of classroom management, motivation of students, structuring the lesson, and various aspects of teacher-student and teacher-parent relationships.

Consequently, this course provides a broad theoretical understanding of the American school system that will enable the student to appreciate the contemporary American educational scene.

COURSE PARTICIPANTS:

This course is required for all undergraduate teacher education majors on both the elementary and secondary levels of instruction. In addition, students preparing for specific areas of expertise, such as, special education, education of persons with hearing loss, rehabilitation education, and speech-language pathology and audiology are required to complete this professional education requirement.

INSTRUCTIONAL STRATEGIES:

The first and second goals of this course, namely, to explicate four educational philosophies and to detail specific historical developments, will involve the student in lectures and classroom discussions. Initially, the instructor will provide lectures on various philosophers and educational theorists. This material is followed by classroom discussions based on reading material advocating a particular educational philosophy on a topic within the curriculum, such as, the aim of education, the role of the teacher, the value of the curriculum, the status of the student, and the relationship between the school and society. This material is also followed by classroom discussions as to the importance and impact of historical developments in the history of American education.

The third goal of this course will involve the student in the analysis of case studies of situations commonly encountered in the American public school classroom. Students are presented with a case study and are required to analyze the case study according to a pre-instructed format. Students are required to come to a decision concerning an effective resolution to the problem presented in the case study.

This activity involves (a) classroom discussions; (b) cooperative learning; (c) simulation; and (d) follow-up lectures by the instructor.

MEDIA USED:

Generally speaking, videotapes, filmstrips, and audiotapes are not utilized or rarely utilized in the presentations of this course. Overhead transparencies are sometimes utilized to present data of a statistical nature.

COURSE OBJECTIVES:

On the completion of this course, the student should be able to meet the following seven course objectives:

1. To acquaint the student with an understanding of the theoretical foundations of the existential movement in the history of philosophy by:

- 1.1 identifying the three main contributions of Soren Kierkegaard to existential thought
- 1.2 identifying the main concepts in three philosophical works by Fredrich Nietzsche
- 1.3 identifying the five characteristics of the individual in Martin Heidegger's text, "Being and Time"
- 1.4 identifying the main concepts in Jean-Paul Sartre's contribution to existential thought
- 1.5 identifying the main concepts in Abraham Maslow's work on existential psychology

2. To demonstrate an understanding of the application of existential theory to the schooling process by:

- 2.1 identifying five main areas of a philosophy of education
- 2.2 stating the five main areas of an existential philosophy of education
- 2.3 identifying and describing ten existential and existentially-related school programs currently in operation in the United States
- 2.4 stating the history, characteristics, and current status of the open education movement in the United States and by identifying how the open classroom is existentially-related

3. To acquaint the student with an understanding of the theoretical foundations of classical idealism in the history of philosophy and its relationship to an idealist philosophy of education by:

- 3.1 identifying the metaphysical, epistemological, and political contributions of Plato to classical idealism
- 3.2 identifying the five main stages to Plato's philosophy of education
- 3.3 identifying the relationship between Plato's philosophy of education and his metaphysical, epistemological, and political philosophies
- 3.4 identifying the five main characteristics of an idealist philosophy of education
- 3.5 stating the differences between the five main characteristics of an existential philosophy of education and an idealist philosophy of education

4. To acquaint the student with an understanding of the theoretical foundations of classical realism in the history of philosophy and its relationship to a realist philosophy of education by:

- 4.1 identifying the metaphysical, epistemological, and political contributions of John Locke to classical realism
- 4.2 identifying the four main stages to John Locke's philosophy of education
- 4.3 identifying the relationship between John Locke's philosophy of education and his metaphysical, epistemological, and political philosophies
- 4.4 identifying the five main stages to Jean Jacques Rousseau's philosophy of education as stated in his text, Emile
- 4.5 identifying the five main characteristics of a realist philosophy of education
- 4.6 stating the differences and similarities between Locke's philosophy of education and Rousseau's philosophy of education
- 4.7 stating the differences between the five main characteristics of an existential philosophy of education and a realist philosophy of education

5. To acquaint the student with an understanding of the development of the American school system and how this development is reflected in the contemporary American public school by:

- 5.1 describing the characteristics of the status of education in the United States during the Colonial Period (1630-1750)
- 5.2 describing the characteristics of the status of education in the United States during the Enlightenment Period (1750-1820)

- 5.3 describing the characteristics of the status of education in the United States during the New England Transcendentalist Period (1820-1870)
- 5.4 describing the characteristics of the status of education in the United States during the Pragmatic Period (1870-1920)
- 5.5 describing the characteristics of the status of education in the United States during the Naturalistic Period (1920-1960)
- 5.6 identifying and describing at least three important historical developments in the movement for educational equality and its impact on schooling in America
- 5.7 identifying and describing at least three major educational reform movements since 1960 in America

6. To demonstrate an understanding of effective classroom management techniques, effective classroom instructional techniques, and effective interpersonal skills in relationships with students, parents, colleagues, staff, and the community by:

- 6.1 analyzing a real-life case study on the relationship between teachers and the custodial staff
- 6.2 analyzing a real-life case study on the relationship between teachers and students in disciplinary situations
- 6.3 analyzing a real-life case study on the relationship between teachers and parents during parent-teacher conferences
- 6.4 analyzing a real-life case study on the relationship between teachers and supervisors during teacher observation activities
- 6.5 analyzing a real-life case study on the relationship between teachers and supervisors when supervisors attempt to implement educational innovations
- 6.6 analyzing a real-life case study on the relationship between teachers and administrators when school policies are criticized by certain elements in the community
- 6.7 analyzing a real-life case study on the relationship between teachers and administrators with regard to a racial incident in the school
- 6.8 identifying and describing how to initiate a job search in teacher education, and how to answer questions asked at a teacher interview
- 6.9 stating the main components of an effective resume for a position in teacher education

- 6.10 demonstrating the main components of an effective resume for a position in teacher education by constructing a resume

7. To acquaint the student with an understanding of two main contemporary issues in American education by:

- 7.1 identifying the characteristics as to what makes moral education morally acceptable
- 7.2 demonstrating a classroom activity that can be classified as legitimately within the curriculum of moral education
- 7.3 identifying, describing, and analyzing conditions in the classroom that would encourage deviant and disruptive behavior by students
- 7.4 identifying, describing, and analyzing conditions in the community that would encourage deviant and disruptive behavior by students in the school
- 7.5 identifying, describing, and analyzing effective teacher behavior in response to deviant and disruptive behavior by students

COURSE EVALUATION:

A. There will be a mid-term examination. The exact date of the examination will be announced by the instructor. This examination will count as 30% of the grade. This examination will be 100 multiple choice questions on the lecture notes and readings. This examination will be computer evaluated.

B. There will be a final examination. The exact date of the examination will be announced by the instructor. This examination will count as 30% of the grade. This examination will be 100 multiple choice questions on the lecture notes and readings. This examination will be computer evaluated.

C. Students are required to submit a high-quality professional resume based on the lecture in the class. This resume will be graded and will count as 20% of the grade.

D. All students are expected to attend all classes and to actively participate in classroom discussions and classroom activities. This participation will count as 20% of the grade.

REQUIRED READING:

Morris, Van Cleve. Existentialism in Education. New York: Harper and Row, Publishers, Inc., 1986

Perkinson, H. J. The Imperfect Panacea: American Faith in Education. Third Edition. New York: McGraw-Hill, Inc., 1991

SCHEDULE OF CLASSES:

First Class:

Topic: Introduction to course requirements. Reading assignments. Introductory lecture to existential theory.

Assigned Readings: Morris: Prologue. Chapter 1.

Activities: Get acquainted activities for improving classroom discussions.

Second Class:

Topic: The importance of Kierkegaard's work to existential theory.

Assigned Readings: Morris: Chapter 2.

Activities: Classroom discussion of concepts in "Paradox and the Existential Encounter."

Third Class:

Topic: Contribution of Nietzsche and Heidegger to existential thought.

Assigned Readings: Morris: Chapter 3.

Activities: Classroom discussion of concepts in "Baseless Choice: The Cost of Freedom."

Fourth Class:

Topic: The main concepts in Jean-Paul Sartre's existential stance.

Assigned Readings: Morris: Chapter 4.

Activities: Classroom discussion of concepts in "The Problem of 'The Other.'"

Fifth Class:

Topic: Maslow's existential psychology and its application to teaching.

Assigned Readings: Morris: Chapter 5.

Activities: Complete in class 20 statements Maslow's self-actualizer.

Sixth Class:

Topic: The aim of education from an existential perspective.

Assigned Readings: Morris: Chapter 6.

Activities: Read position paper distributed in class. Classroom discussion of position paper. Summary discussion of concepts in "An Educational Theory."

Seventh Class:

Topic: The value of the curriculum and the role of the teacher. The alternative education movement.

Assigned Readings: None. Prepare for mid-term examination.

Activities: Discuss position paper. Come to a decision as to the value of the curriculum and the role of the teacher. Discussion of alternative programs.

Eighth Class:

Topic: Mid-term examination (1 hour) . More material on the alternative education movement.

Assigned Reading: Article: "The Ascent of Wisdom" by Plato.

Activities: Students complete in class: "What do Workers Want From Their Job?" and "Behavioral Characteristics Rating Sheet."

Ninth Class:

Topic: Lecture on Plato's philosophy of education.

Assigned Readings: Article: "The Evils of Education" by Rousseau.

Activities: Classroom discussion on lecture. Student reaction to Plato's article.

Tenth Class:

Topic: Lecture on Locke and Rousseau on education. Perkinson: Preface to the third edition.

Assigned Readings: Chapter 1: "Americans and Their Schools."

Activities: Classroom discussion on lecture. Student reaction to Rousseau's article.

Eleventh Class:

Topic: Lecture on the Colonial Period, the American Enlightenment Period, and the Transcendentalist Period.

Assigned Readings: Perkinson: Chapter 2: "Racial Inequality and the Schools."

Activities: Classroom discussion based on questions relating to the lecture

Twelfth Class:

Topic: Lecture on the Pragmatic Era and the Contemporary American Educational Scene.

Assigned Readings: Perkinson: Chapter 3: "The City and the Schools."

Activities: Classroom discussion of reading material on racial inequality in the schools.

Thirteenth Class:

Topic: The organization of the American school system. Practical aspects of the American classroom.

Assigned Readings: Perkinson: Chapter 4: "Economic Opportunity and the Schools."

Activities: Four to six case studies read and discussed in class. Students required to analyze each case study in class.

Fourteenth Class:

Topic: The philosophy of American education. The contributions of William James and John Dewey.

Assigned Readings: Perkinson: Chapter 5: "The Government and the Schools."

Activities: Students encouraged to discuss problems in the construction of their curriculum vitae's.

Fifteenth Class:

Topic: Lecture on moral education: "What makes moral education moral?" Lecture on four methods for dealing with discipline problems in the classroom.

Assigned Readings: Prepare for Final Examination. Student completes handout on moral education.

Activities: Student submits to instructor on paper (no name) questions pertaining to the course.

Sixteenth Class:

Topic: Final Examination. Submit Final Draft of Curriculum Vitae

SELECTED BIBLIOGRAPHY FOR THIS COURSE:

Topic One: The Philosophy of Education

1. Bloom, Allan. The Closing of the American Mind. New York: Simon and Schuster, 1987.
2. Brumbaugh, Robert S., and Nathaniel M. Lawrence. Philosophers of Education: Six Essays on the Foundations of Western Thought. Lanham, Maryland: University Press of America, 1986.
3. Gutek, Gerald L. Philosophical and Ideological Perspectives on Education. Englewood Cliffs. New Jersey: Prentice-Hall, 1988.
4. Hirsch, Jr., E. D. Cultural Literacy: What Every American Needs to Know. Boston: Houghton Mifflin, 1987.
5. Ozmon, Howard A., and Samuel M. Craver. Philosophical Foundations of Education. 4th Edition. Columbus, Ohio: Merrill, 1990.

Topic Two: The History of American Education

6. Anderson, James D. The Education of Blacks in the South, 1860-1935. Chapel Hill: University of North Carolina Press, 1988.
7. Gutek, Gerald L. An Historical Introduction to American Education. 2nd Edition. Prospect Heights, Illinois: Waveland Press, 1991.
8. Kaestle, Carl, et al. Literacy in the United States: Readers and Reading since 1880. New Haven, Connecticut: Yale University Press, 1991.
9. Tyack, David, and Elisabeth Hansot. Learning Together: A History of Coeducation in American Public Schools. New Haven, Connecticut: Yale University Press, 1990.

Topic Three: Practical Aspects of the American Classroom

10. Three: Practical Aspects of the American Classroom Brookover, Wilbur, et al. Creating Effective Schools. Holmes Beach, Florida: Learning Publications, 1982.

11. Clift, Renee T., W. Robert Houston, and Marleen C. Pugach, eds. *Encouraging Reflective Practice in Education*. New York: Teachers College Press, 1990.
12. Conant, James B. *The Education of American Teachers*. New York: McGraw-Hill, 1964.
13. Herndon, Joseph. *The Way It Supposed to Be*. New York: Bantam, 1968.
14. Johnson, Susan Moore. *Teachers at Work*. New York: Harper & Row, 1990.
15. Ornstein, Allan C. *Strategies for Effective Teaching*. New York: Harper & Row, 1990.
16. Strickland, Dorothy S., and Eric J. Cooper, eds. *Educating Black Children: America's Challenge*. Washington, D.C.

Spring 2001 Headcount Enrollment

Curriculum		Class Level						Total
College	Major	Freshman	Sophomore	Junior	Senior	Graduate		
ED	Admin & Leadership Studies, ED					49	49	
ED	Adult and Community Education					57	57	
ED	Communications Media	128	98	147	140		513	
ED	Counselor Education					73	73	
ED	Counselor Services					75	75	
ED	Curriculum and Instruction					27	27	
ED	Early Childhood Education	45	23	24	21	41	154	
ED	Educ of Exceptional Persons	34	27	34	53	20	168	
ED	Educ of Person w/Hearing Loss	13	13	17	30		73	
ED	Education					32	32	
ED	Educational Psychology					12	12	
ED	Elementary Education	297	181	252	300	20	1050	
ED	Literacy					59	59	
ED	Master's in Education					37	37	
ED	Principal					1	1	
ED	Reading					1	1	
ED	Rehabilitation	5	10	12	11		38	
ED	School Psychology					51	51	
ED	Speech & Lang Pathology Educ	13	19	18	22		72	
ED	Speech and Language Pathology					38	38	
ED	Student Affairs in Higher Educ					46	46	
ED	Undeclared	64	12	3			79	
ED	Vocational-Technical Education	1		2			3	

Source: IUP Data Warehouse

3/13/01

O: Dean Confidential: Enrollment 200-2001: Spring 2001 Enrollement

George R. Bieger

From: Gail Sechrist [gailsech@iup.edu]
Sent: Tuesday, March 20, 2001 2:24 PM
To: George Bieger
Cc: Anne Creany; Gail S. Sechrist
Subject: FDED 102

George,
Anne said that you were going to be checking your email. We have a suggested rewording of the catalog description to clarify and simplify it:

Designed to familiarize prospective teachers with the history and philosophy of American education and with some

In the section on Relationship of course to COE-ET Knowledge Base the second paragraph, the third sentence add:

Course activities will enable students to demonstrate **an understanding of effective decision**

Objective 8 is the only one that we saw that is really a concern-the wording itself is awkward and confusing so it was suggested that it should be rewritten. Also are you talking about character education, if so then where is it in the syllabus?

Anne was going to contact you to, if the file is available she is willing to make the changes so that we can move forward with this.
Gail