Administrative Unit: Education Department
Course Prefix and Number: EDUC 200
Course Title: Law, Ethics and Education

Digital Descriptions:

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
</tr>
<tr>
<td>3 — 3 — 0</td>
<td>3 = 3 + 0 X 3/3</td>
</tr>
</tbody>
</table>

Catalog Description: The study of the legal and ethical issues in education from the contexts of historical, philosophical, social and administrative foundations of the discipline. Prerequisite: sophomore standing. Offered Fall semester. (G.E. in the TRANSITION Program only).

Prerequisites/Corequisites: Sophomore standing.

Technology Requirement: Demonstrate a microcomputer application.

DESE QI Targeted: 1, 2, 4, 5, 7, 8, 9, 10, 11

Text:

Course Objectives: By the end of the semester the student will be able to:
1. Trace the history of U.S. education from the early stages through to modern times, listing shifts in ethical and social mores. MoSTEP: 7.2
2. Identify critical educational periods and the fundamental features of each, including the role of the teacher, the curriculum taught, the methods used, the purpose of education, and the students who were educated. MoSTEP: 1.5, 10.4
3. Identify key historical leaders who represented or influenced educational practice during their times.
4. Analyze the major ethical issues, theories, and philosophies of education, identifying the philosophers associated with each. MoSTEP: 2.4, 9.3
5. Discuss ethical issues and theories from the philosophical views of reality, truth, knowledge and values. MoSTEP: 3.4, 5.2, 6.3
6. Understand and discuss current educational practice and identify historical precedents which support them. MoSTEP: 5.2, 10.1
7. Identify significant legislation and court decisions affecting American Education today including federal rights (i.e., due process, search and seizure, suspension, practice of religion, freedom of the press and expression, etc.) MoSTEP: 2.3
8. Identify the federal and states' roles in education and the administrative structure that supports them. MoSTEP: 9.2
9. Identify how schools are financed at the national, state and local level.
10. Discuss the social foundations of education, including social class, race, ethnicity, gender issues. MoSTEP: 3.4, 7.2
11. Discuss the recent role of school reforms on educational thought and practice.
12. Create an individual philosophy of education, supporting the philosophy with an ethical code and an instructional theory derived from the views of specific theorists. MoSTEP: 2.4, 3.1, 6.3, 9.3

Topical Outline:

- Philosophical Foundations of Education: Major Educational Philosophies, Representative Philosophers, views of truth, beauty, value, ways of knowing.
- Historical Foundation of American Public Education: Events, Constitutional law, critical legislations and court cases.
- Political organization, administration and structure of American Public Education--Local, State, and Federal.
- Financial support of education--sources, equity, alternatives.
- Sociological Foundations of education: the school as a social system; the issues of race, ethnicity, social class, gender; diversity issues including handicapping conditions.
- Reform movements and impact on the schools.

Recommended maximum class size for this course: 30

Prepared by: Ronald D. Taylor, Ed.D.

Name Signature

Date: September 8, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.