This course supports the assessments for MYC1. The course covers 4 competencies and represents 3 competency units.

**Introduction**

**Overview**
This course provides an introduction to the legal and philosophical foundations of education. Current educational trends, reform movements, major federal and state laws, and legal and ethical responsibilities are the focus of the course.

This course will help prepare you to become a highly qualified professional educator in the twenty-first century. Throughout this course, you will be presented with ideas drawn from multiple perspectives to reflect upon as you consider various issues that impact today's educators. You will be introduced to a variety of topics, including the history, philosophic underpinnings, and evolution of the public education system in America. You will learn about the politics, sociology, and laws that impact your role as a professional educator and you will begin to develop your own philosophy of education.

The course presents a discussion of changes and challenges in education today. It covers the diversity found in American schools, introduces emerging educational technology trends, and provides an overview of current issues in education. The perspectives presented will allow you to focus and reflect upon educational topics that are both personal and professional in nature. The course is designed to introduce you to, and prepare you for entry into the professional world of public education.

**Getting Started**

Welcome to Foundational Perspectives of Education! This six-week course introduces you to the legal and philosophical foundations of education. The course material includes rich and diverse resources such as textbook readings, webinars from prominent educators, and government documents. You will demonstrate your competency of this subject matter when you have successfully completed one objective assessment. You will find a welcome video and the Statement of Teaching Dispositions below. Good luck in the course!

Watch the following video introduction for this course:

*Note: To download this video, right-click the following link and choose "Save as...": [download video.]*

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions.](#)

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you
complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course.

**Automatically Enrolled Learning Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note:* This e-text includes many references to supplemental material in the MyEducationLab environment, however access to this resource is not included with the e-text in this course. The material is not necessary for completion of the assessment, and is not considered a required resource for this course. *Note:* This e-text is available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

**Educational Impact**

Educational Impact is an online resource of video training and related worksheets. Educational Impact's videos and worksheets are designed to help you to learn about important facets of modern education, and give you the opportunity to observe classrooms where specific practices are implemented and problems are addressed. You will be linked to specific modules within the activities that follow.

**Study Notes**

Write responses to the questions and prompts throughout the course in your study notes. In addition to those responses, you may want to include more of your own thoughts and feelings.

Think about the following:

- How are you progressing through the course (include any personal misconceptions you discover and correct through your studies)?
- What ways do the activities and projects enhance your learning?
- What are your reactions to or reflections on the activities in the course?
- What specific information about the topics do you want to remember and refer back to
as you prepare for the assessments or begin your future teaching activities?

You can also use your notebook as a place to review the material from each chapter of the textbook and answer chapter review questions. Your notebook will be a great help to you as you study for the objective assessment.

As a teacher-in-training, you could consider this note-taking process as a way to begin modeling good study habits for your future students. Your experiences here will help you to become a well-prepared teacher and a reflective educator.

**Contact a Course Instructor**

**Course Instructor Assistance**

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and are fully committed to your success!

Please use your course instructors’ "book me" pages to find time to work with a course instructor, or just give them a call at their WGU extension. We have course instructors available 6 days a week.

- [Contact a Course Instructor](#)

**Pacing Guide**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1: Education and Federal and State Law**

- Introduction
- Preparing for Success
- Educational Laws
- Communities and Families
- Students as Individuals

**Week 2: Social Issues and Influences on Education**

- Social and Cultural Contexts of Education
- Challenges Facing Students and Families
- Challenges Facing Teachers and Schools

**Week 3: Exceptional Learners in Federal and State Law**

- Accommodating Needs of Learners
Week 4: Technology in the Classroom

- Technology for Teaching
- Proper use of Technology in the Classroom

Week 5: Personal Code of Ethics

- Ethics

Week 6:

- Prepare and Take Objective Exam

**Competencies and Objectives**

This course provides the content needed for you to demonstrate the following 5 competencies:

**Competency 640.1.3: Social Issues and Influences on Education**

The graduate evaluates the impact of various social issues and influences on students, teachers, instruction, and schools.

Objectives:

- Recognize diverse social and cultural structures of families across the United States.
- Identify common disabilities that manifest in a student population.
- Recognize concepts of social justice and equity of foundational educational reformers.
- Compare the work environment of teachers in locations with and without significant union participation.
- Judge the affordances and challenges of collective bargaining on the school as a workplace.
- Analyze the influence of a given family situation on school performance.
- Analyze the effects of a school bully on a student's ability to integrate into the classroom environment.
- Identify the potential challenges to learning readiness faced by students of diverse cultural, ethnic and economic contexts.
- Evaluate the barriers to learning that foreign languages pose to educators.
- Evaluate the effects of a given domestic issue on students' readiness to learn.
- Determine the effects gangs have on a given school environment.
- Determine how violence and vandalism impact teachers' abilities to maintain an effective classroom.
- Determine how graduation and retention rates impact teachers' practice at a given school.
- Evaluate how state and local approaches to teacher misconduct influence the teaching profession.
- Evaluate teachers' use of technology to identify cheating and plagiarism among students.
Competency 640.1.4: Education and Federal and State Law

The graduate analyzes the role of federal and state governance in determining standard educational practices and ensuring access to educational opportunities.

Objectives:

- Identify the ways in which the law ensures access to educational opportunities.
- Identify the ways in which courts use the law to ensure access to educational opportunities.
- Identify the financing sources and governance structures of public schools.
- Recognize federal and state laws that impact the practice of classroom teachers.
- Determine how to approach presented religious issues based on federal and state laws.
- Use Family Educational Rights and Privacy Act (FERPA) to determine appropriate access to student records.
- Recognize how federal and state laws impact the access of education to underserved populations.
- Explain how parent teacher conferences facilitate communication with the family in support of students' education and learning.
- Use federal and state laws to support appropriate cultural diversity among students and their families in the school environment.
- Determine how teacher recruiting, hiring, and evaluation practices affect the surrounding community.
- Recognize the relationship between student success and access to community resources, agencies, and organizations.
- Determine how teacher recruiting, hiring, and evaluation practices reflect community support for teachers.
- Identify laws that govern the discipline of individual learners.
- Recognize types and formats of student records schools are required to document.
- Determine appropriate policies for drug and weapon searches based on federal and state laws.
- Determine how an established school dress code affects individuals' readiness to learn.
- Determine appropriate procedures that govern special education and teaching students with disabilities based on federal and state laws.
- Predict likely outcomes of a given school's due process and disciplinary procedures on individual students.

Competency 640.1.5: Exceptional Learners in Federal and State Law

The graduate applies major federal and state laws related to exceptional learners to the teaching and learning strategies used in various situations.

Objectives:

- Compare federal and state laws related to exceptional learners.
- Identify the benefits and drawbacks of providing the exceptional learner with the least
restrictive environment.

- Explain the benefits and drawbacks of the practice of inclusion for the exceptional learner.
- Recognize the application of federal laws related to exceptional learners in given situations.

**Competency 640.1.7 Technology in the Classroom**

The graduate analyzes the benefits, challenges, and proper uses of technology in the classroom.

**Objectives:**

- Recognize various types of technology that may be used in the classroom.
- Identify technologies that can enhance the practice of the teacher.
- Identify sources of professional development to help teachers become technologically literate.
- Contrast implications of the digital divide for low and high income school districts.
- Explain the relationship of technology and student learning.
- Analyze a given teacher’s use of technology to promote learning in the classroom.
- Analyze a given student’s use of technology to access instruction.
- Analyze a given case to identify particular challenges of technology use in the classroom.
- Recognize technology used by students outside of the classroom.
- Illustrate how technology impacts social and physical development.
- Analyze how technology can potentially be used to facilitate cheating by students.
- Determine how open educational resources facilitate sharing and modification of educational content.
- Evaluate a given classroom’s policies for their effectiveness in preventing the improper use of technology.
- Recommend strategies to promote effective and legal use of technology and intellectual property.

**Competency 640.1.8: Personal Code of Ethics**

The graduate articulates a personal code of ethics that reflects the major ethical, moral, and legal issues teachers commonly face.

**Objectives:**

- Identify the principles of reflective practice.
- Identify common instances of academic dishonesty.
- Determine appropriate actions a teacher can take to prevent cheating, plagiarism, and academic dishonesty.
- Explain the relationship between personal and professional codes of ethics.
- Explain the importance of a teacher’s professional presentation.
- Explain the importance of teacher dispositions in professional practice.
- Identify the warning signs of various forms of suspected abuse [emotional, physical, sexual] in a given scenario.
- Analyze teacher responses to potential ethical violations.
- Recommend particular components to be included in a personal code of ethics.
- Articulate a personal code of ethics using ethical, moral, and legal principles.

**Education and Federal and State Law**

As a teacher you are part of a large and complex system of education that includes all levels of government: local, state, and federal. This section introduces you to the organizational structure of schools and the roles that state and federal government play in twenty-first century education and how this can affect you as a professional educator.

Competencies covered by this subject

640.1.4 - Education and Federal and State Law

The graduate analyzes the role of federal and state governance in determining standard educational practices and ensuring access to educational opportunities.

**Educational Laws**

You will be introduced to themes such as cultural equality, overcoming the socioeconomic divides, and the placement of children into the socioeconomic make-up of school programs and academic opportunities. You will examine the challenges a teacher faces when preparing students for a future in society.

As you work through the activities in this section, begin to think about your own view regarding the role of schools in society and what part you will play in preparing students.

**Read**

Read the following pages in *Foundations of American Education*:

- Chapter 10 ("Legal Perspectives on Education")

**Watch**

In the Educational Impact Program Library, go to the following program:

School Law 101: Reducing Liability, Litigation and Other Potential Problems

Watch the following module:

- Module 2 Topic A (clips 6–12)
- Module 3 Topic E (clips 1–13)
- Module 3 Topic G (clips 1–10)
- Prezi presentation: How Schools are Funded

**Write**
Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Explain teacher negligence, educational malpractice, and teacher liability.
2. Explain how each amendment relates to education: 10th, 1st, 14th.
3. Define and/or discuss the following:
   - Students' Right to an Education
   - Alien and Homeless Children have a Right to Go School
   - Students' Right to Sue
   - Students' Right to Due Process
   - Procedural Due Process
   - Substantive Due Process
   - Dress Code and Grooming
   - Corporal Punishment
   - Sex Discrimination
   - Marriage and Pregnancy
   - Child Abuse and Neglect
   - Student Publication
   - Rights of Students with Disabilities
   - Peer Sexual Harassment

4. Define FERPA including who can view and at what age do students gain the rights to control the access to their records.
5. Explain the different types of funding available for public schools.

Communities and Families
Understanding the impact education and community have on each other can increase your effectiveness as a teacher.

You will investigate the relationship between teacher and students' families, cultural diversity integration, and community resources.

Read

Read the following pages in *Foundations of American Education*:

- Pages 144–148 of Chapter 6 ("Place of Schools in Society")

Write

Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Define and give examples of culture, common culture, and school culture.
2. How do you think a school's culture contributes to the effectiveness (or ineffectiveness) of the school in supporting student learning?
3. Describe community resources that are available to students.
Students as Individuals
This section addresses dress codes, school rules, and discipline in the context of efficiency and high-quality education for all students.

Read

Review the following pages in *Foundations of American Education*:

- Pages 280, 281, and 297–299 of Chapter 10 (“Legal Perspectives on Education”)

Watch

In the Educational Impact Program Library, go to the following program:
School Law 101: Reducing Liability, Litigation and Other Potential Problems

Complete the following module:

- Module 3 Topic F (clips 1–8)

Write

Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Define Section 504 of the Rehabilitation Act, Public Law 94-142, Individualized Education Plan (IEP), Individuals with Disabilities Education Act (IDEA), and Response to Intervention (RTI).
2. Explain the rules related to searches of a student's locker, car, and person when at school.
3. Do you think dress codes are important in schools and classrooms? Why or why not?
4. What will you do when a student comes to class with inappropriate dress?

Social Issues and Influences on Education

You will explore student readiness to learn, student disabilities, effects of school locations, teacher organizations, and the challenges these topics present in the school and classroom.

Competencies covered by this subject
640.1.3 - Social Issues and Influences on Education
The graduate evaluates the impact of various social issues and influences on students, teachers, instruction, and schools.

Social and Cultural Contexts of Education

This section introduces factors related to race, ethnicity, language, gender, and exceptionalities. You will learn about the need for teachers and schools to provide accommodations and differentiation in the classroom. Diversity is one of the many professional topics that will impact your teaching career.

Read

Read the following pages in *Foundations of American Education*:
• Pages 168–192 of Chapter 7 ("Diversity in Society and Schools")
• Pages 202–208 of Chapter 8 ("Students and Their Families")

Go to the following website and research common student disabilities:

• CPIR: Disabilities

Write

Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. As a teacher, how would you identify the potential challenges for learning readiness that are faced by students of diverse cultural, ethnic, and economic context?
2. Complete the questions for reflection in "Professional Dilemma: Family Diversity" on page 203 of Chapter 8 ("Students and Their Families").
3. From the CPIR: Disabilities website, create a matrix with columns for name, definition, and characteristics of common disabilities. Please be sure to include the following disabilities in your matrix:

• ADHD
• Autism
• developmental delay
• Down syndrome
• intellectual disability
• emotional disturbance
• learning disabilities

4. Define social justice.

Challenges Facing Students and Families
You will analyze how the dangers and challenges students experience can influence the classroom environment. An important part of being an educator is recognizing signs of violence and knowing when and what type of interventions are needed. You will also need to know that what happens outside the school—good and bad—affects a student's readiness to learn in your classroom.

Read

Read the following pages in Foundations of American Education:

• Review pages 171, 177–180 of Chapter 7 ("Diversity in Society and Schools")
• Read pages 209–217 of Chapter 8 ("Students and Their Families")

Watch

In the Educational Impact Program Library, go to the following program: Teaching the ESL Learner
Watch the following:

- Module 1 Topic A (4 videos)
- Module 1 Topic B (7 videos)
- Module 2 Topic A (5 videos)

Write

Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. As a teacher, how will you manage harassment, bullying, and youth violence in your classroom?
2. What can you do to ensure your English language learner students (those whose native language is not English) do not fall behind academically (sheltered instruction, newcomer programs, etc.)?
3. List the dangers children face outside of school and explain how they may affect student readiness to learn in school.

Challenges Facing Teachers and Schools

Students are influenced by many factors outside of a teacher's control; you will explore and analyze retention rates, cheating, and technology.

Read

Review the following pages in Foundations of American Education:

- Pages 213 and 214 of Chapter 8 ("Students and Their Families")
- Read Teacher Perspectives on page 222 ("Is Retention Better Than Social Promotion for Students?") of Chapter 8 ("Students and Their Families")

Watch

In the Educational Impact Program Library, go to the following program:

- Preventing Student Cheating and Plagiarism

Complete the following modules:

- Module 2 Topic A (6 videos)
- Module 2 Topic B (6 videos)

Write

Answer the following questions in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. What reasons would cause a student to join a gang?
2. From the Teacher Perspectives on page 222 ("Is Retention Better Than Social Promotion for Students?") of Chapter 8 ("Students and Their Families") What side do
Exceptional Learners in Federal and State Law

Most classrooms today include one or more students with a disability. As the classroom teacher, you will be held legally responsible to provide the necessary accommodations.

Competencies covered by this subject

640.1.5 - Exceptional Learners in Federal and State Law

The graduate applies major federal and state laws related to exceptional learners to the teaching and learning strategies used in various situations.

Accommodating Needs of Learners

State, federal, and local laws affect your professional practice in the classroom. As inclusion is practiced in the twenty-first century classroom, the role of identifying and accommodating exceptional students continues to gain importance. You will take an in depth look at the Response to Intervention Model and the Inclusion Model. It is important that you recognize your role as part of inclusion in the classroom.

Read

Read the following pages in Foundations of American Education:

- Pages 184–187 of Chapter 7 ("Diversity in Society and Schools")
- Page 279, review pages 280, 281, and 297 of Chapter 10 ("Legal Perspectives on Education")

Watch

In the Educational Impact Program Library, go to the following program: The Inclusion Breakthrough: Integrating Students with Special Needs

Complete the following modules:

- Module 1 Topic A (12 videos)
- Mastering RTI: A Step By Step Approach
- Module 4 Topic A, clips 1, 13, and 14

Write

Provide answers to the following topics in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Explain the changes from PL94-142 to IDEA to include the changing ages and disabilities.
2. Explain the three important themes addressed in Section 504.
3. Define inclusion and discuss the possible benefits and drawbacks.

Technology in the Classroom

Technology in the twenty-first century is an integrated piece of instruction and learning
processes. Classroom practitioners should carefully explore the topic of technology to develop an understanding of the legal, ethical, and instructional elements related to the use of technology in the school and classroom.

You will learn about the rapid development of technology and the implications this has for teachers and students. As you work through this material, consider the forms and applications of technology, including social networking, integration of technology in curriculum, and the guiding principles for the use of technology in educational settings.

Competencies covered by this subject

640.1.7 - Technology in the Classroom
The graduate analyzes the benefits, challenges, and proper uses of technology in the classroom.

**Technology for Teaching**

Research studies today show that integrating technology in curriculum can improve students' learning processes and outcomes. Technology integration is also necessary to provide students with essential twenty-first century skills. Teachers who recognize technology as a problem-solving tool can maximize technology use to the best ends. They discover that technology can be a powerful way to provide themselves and their students' with new ways to address learning.

Technology and interactive multimedia are conducive to project-based learning and a constructivist model, so students more fully engage in their learning and begin to create and critique—not just consume—knowledge. Technology is also changing the student/teacher roles and relationships.

**Read**

Read the following pages in *Foundations of American Education*:

- Pages 226 and 227 of Chapter 8 ("Students and Their Families")
- Pages 356–357 of Chapter 12 ("Designing Programs for Learners: Curriculum and Instruction")
- Pages 387–389 of Chapter 13 ("Becoming a High-Quality Teacher in a Changing World")

**Watch**

In the Educational Impact Program Library, go to the following program:

21st Century Schools: How Digital Innovation is Transforming Teaching

Complete the following modules:

- **Module 4 Topic A** (11 videos)
- **Module 4 Topic B** (6 videos)

**Write**

Provide answers to the following topics in your notebook or on flashcards (flashcards can be
your own paper flashcards or online flashcards in Quizlet):

1. Explain the implications of the digital divide for low versus high income schools.
2. How can you effectively teach the curriculum with technology, while keeping the student achievement or student learning as the goal?
3. Review the "Teaching Perspective" on pages 388 and 389 of Chapter 13 ("Becoming a High-Quality Teacher in a Changing World") . After reviewing both sides of the issue, explain your perspective in your notebook.

Proper Use of Technology in the Classroom

Technology is an integrated part of most people's lives, and teachers have a responsibility to model and teach appropriate uses of technology in the classroom.

Read

Read the following pages in Foundations of American Education:

- "Ethical Minds and Technology" on page 106 of Chapter 5 ("Building an Educational Philosophy in a Changing World")
- Read and understand the following information about copyright law: Classroom Copyright Chart

Watch

In the Educational Impact Program Library, go to the following program: Preventing Student Cheating and Plagiarism in K–12 & Higher Education:

Complete the following module:

- Module 2 Topic C (9 videos)

Write

Provide answers to the following topics in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Answer the questions for reflection from "Ethical Minds and Technology" on page 106 of Chapter 5 ("Building an Educational Philosophy in a Changing World")
2. Explain the copyright laws for printed material, video, and photographs.
3. How can you help students avoid plagiarism?

Personal Code of Ethics

Many states and teacher organizations have codes of ethics for teachers; codes of ethics may also be included in district employee handbooks. You will articulate a personal code of ethics that will guide you as a professional educator. This code of ethics will reflect ethical, moral, and legal principles and cover your professional obligations to students, parents, colleagues, and yourself.

Competencies covered by this subject
640.1.8 - Personal Code of Ethics
The graduate articulates a personal code of ethics that reflects the major ethical, moral, and legal issues teachers commonly face.

**Ethics**

Your professional code of ethics will help you present a professional disposition to your students, fellow teachers, administrators, and the parents and others in your community. Your code may include brief explanations about how you intend to deal with situations in which others may be behaving unethically, immorally, or illegally; what you will do to encourage your students to be academically honest; and how you will maintain your own moral and ethical bearings as a highly visible and influential member of your school community.

**Read**

Read and review the following pages in your *Foundations of American Education* text: Chapter 4 ("Philosophy: Reflections of the Essence of Education")

- Pages 210 and 211 of Chapter 8 ("Students and Their Families")
- Page 289, review page 290, and read page 296 of Chapter 10 ("Legal Perspectives on Education")
- Page 382 and 383 of Chapter 13 ("Becoming a High-Quality Teacher in a Changing World")

**Write**

Provide answers to the following topics in your notebook or on flashcards (flashcards can be your own paper flashcards or online flashcards in Quizlet):

1. Answer the Questions for Reflection about "Education in the News: Cheating Crisis in America's Schools" on page 80.
2. As a teacher, how will you encourage your students to be academically honest?
3. Describe the content in the NEA Code of Ethics.
4. What are some signs that a child is being abused?
5. What are the actions you must take if you suspect child abuse? Are you required by law, as a teacher, to report suspected abuse?
6. Which types of content should you put in e-mails you are sending from your school address? Which types of content should you avoid?

**Final Steps**

Congratulations on completing the activities in this course! The content of this course has prepared you to complete the course's assessment. If you have not already been directed to complete the assessment, schedule and complete your assessment now.