



Fact Sheet

FOUNDATIONS OF EDUCATION

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education® (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

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|--|------------------------|
| | Approximate
Percent |
| I. Contemporary Issues in Education | 43% |
| J. Equity for | |
| 1. Cultures (race and ethnicity) | |
| 2. Sexes (gender) | |
| 3. Individuals with special needs
(bilingual, exceptionalities,
gifted and talented) | |
| 4. Diverse economic groups | |
| B. Governance | |
| I. Level of control | |
| 2. Funding/financing | |
| 3. Forms of governance
(i.e., site-based, shared
leadership) | |
| 4. Scheduling | |

- C. Curriculum
 - D. Control (national, state, and local)
 - 2. Content (types of)
- D. Morality IV alues/Character
- E. Professional Issues
 - 1. Legal liabilities/responsibilities
 - 2. Professional conduct
 - 3. Organizations
 - 4. Role definitions and descriptions
 - 5. Ethics

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|---|-----|
| B. Past and Current Influences on Education | 37% |
| A. Philosophies, theories, ideologies | |
| 1. Pragmatism (Dewey) | |
| 2. Jeffersonianism | |
| 3. Humanism/Individualism | |
| 4. Connectionism (Thorndike) | |
| 5. Behaviorism (Skinner) | |
| 6. Constructivism | |
| 7. Cognitive-Developmental
(e.g., Piaget, Erikson) | |
| 8. Socio-cultural learning theories | |
| B. Democratic Ideals | |
| 1. Constitutional influences | |
| 2. Court decisions
(e.g. civil rights) | |
| 3. Legislation (e.g. funding,
financing, special interests/
lobbying) | |
| C. Social/Economic Influences | |
| 1. Private sector
(e.g. corporations and
business involvements) | |
| 2. Economic structure | |

Approximate
Percent

3. Work force demands (e.g. number of jobs, types of jobs/careers, job training, technology)
4. Career and lifestyles (e.g. single-parent families, working families)
5. Societal mobility
6. Leisure time

III. Interrelationships between contemporary 20%
issues and influences, past or current,
in education.

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

Knowledge of basic facts and terms
(about 30-35% of the examination)

Understanding of concepts and principles
(about 40-45% of the examination)

Ability to apply knowledge to specific problems and situations
(about 15-25% of the examination)

SAMPLE QUESTIONS

1. Which of the following was the landmark court decision that gave judicial recognition of the values of expanding the common school program through high school and supported the levying of taxes on the general public to fund such schools?
(A) Abington Case (*Abington School Dist. vs. Schempp*)
(B) Kalamazoo Case (*Stuart vs. School Dist. #1 of the Village of Kalamazoo*)
(C) *Lau vs. Nichols*
(D) *Pickering vs. Board of Education*

2. Critics of mainstream approaches to learning that concentrate on the sheer mechanics, point out that these approaches fail to give adequate consideration to the
(A) dominant culture of the society
(B) importance of education to access to the job marketplace
(C) learner's sociocultural context for constructing means
(D) economic and technological needs of the wider society

3. The major thrust of the Head Start program is to (A) help disadvantaged preschool children to achieve readiness for the first grade

- (B) provide funding for after-school child care programs
- (C) socialize children regarding typical U.S. culture
- (D) offer enrichment for young students with exceptional ability

4. Dewey identified which of the following fundamental factors in the education process?

- I. Organized subject matter
- II. The learner
- III. Creativity
- IV. Society

(A) III only

(B) II and III only (C)

I, II, and IV only (D) I,

II, III, and IV

5. Which of the following emphasizes socially interactive and process-oriented "hands-on" learning in which students work collaboratively?

- (A) Behaviorism
- (B) Constructivism
- (C) Humanism
- (D) Socialism

6. The major cause of the decline in public school construction in the early 1990's was
 - (A) the inadequate utilization of existing facilities
 - (B) the public resistance to increased taxation
 - (C) a shortage of trained teachers to staff new classrooms
 - (D) a leveling off of the school-age population

7. The objective of the school reform strategy known as American 2000 was to establish nationwide consensus on all of the following EXCEPT
 - (A) the goals of education
 - (B) the curriculum
 - (C) federal funding of education
 - (D) achievement standards

8. One effect of the 1896 *Plessey vs. Ferguson* court decision was the
 - (A) establishment of standards for identifying schools as "separate but equal"
 - (B) establishment of the principle that segregated schools are inherently unequal
 - (C) continuance of de facto segregation
 - (D) provision of equal access for all racial groups to all types of institutions

9. The current school calendar of 9-10 months that is used by most public schools in the United States was originally based on the
 - (A) tradition of taking family vacations during the summer
 - (B) lack of technology that would permit the regulation of temperatures in educational facilities during the summer months
 - (C) need for children to work on farms during the summer in a predominately agricultural society
 - (D) need for a time when teachers could continue their own education

10. Horace Mann believed that providing a common school education was essential in promoting
 - (A) respect for people of diverse racial and ethnic groups
 - (B) respect for diverse religious orientations and traditions
 - (C) moral values
 - (D) social equality

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles or textbooks currently used at a local college or university for the same class title. It is recommended that you reference more than one textbook on the topics outlined in this fact sheet. You should begin by checking textbook content against the content outline included on the front page of this Fact Sheet before selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Oakes, Jeannie and Lipton, Martin. *Teaching to Change the World*. New York: McGraw-Hill Inc., current edition. **371.01 OAK, 3rd ed., 2007**

Spring, Joel. *American Education*. New York: McGraw-Hill, Inc., current edition. **370.973 SPR, 10th ed., 2002**

Spring, Joel. *The American School 1642-1990*. New York: Longman, current edition. **370.973 SPR, 5th ed., 2001**

Sadker, Myra, P., and David M. *Teachers, Schools, and Society*. New York: McGraw-Hill, Inc., current edition. **371.1 SAD, 7th ed., 2005**

Orstein, Allan C., and Levine, Daniel U. *Foundations of Education*. Boston: Houghton Mifflin Co., current edition. **370.973 ORN, 9th ed., 2006**

Current textbook used by a local college or university for a course on the subject.

Tozer, Steven E., Senese, Guy and Violas, Paul C. *School and Society: Historical and Contemporary Perspectives*. **306.4 TOZ, 5th ed., 2006**

Footnote: These materials can be located at Little Rock Air Force Base Library - 976 Cannon Dr. /501-987-6979

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. The American Council on Education has made the following recommendations:

Area or Course	
Equivalent:	Foundations of Education
Level:	Lower level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Mail Stop II-P, Thomson Prometric, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Thomson Prometric will be happy to help schools in this effort.