

## CALL FOR PAPERS

### Critical, Interpretive, and Normative Perspectives of Educational Foundations: Contributions for the 21st Century

#### Call for Papers

Guest Editor: Kathleen deMarrias  
University of Georgia

Guest Editor: Sandra Winn Tutwiler  
Washburn University

The American Educational Studies Association's (AES) Committee on Academic Standards and Accreditation (CASA) recently revised the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies, with draft Standards currently under review by foundations scholars. Originally developed in 1977-1978, the Standards established the interpretive, normative, and critical perspectives as pivotal to the study of the foundations. These three perspectives remain a central focus in the draft Standards.

While the original rendition of the Standards served to coalesce the multiple disciplines that make up the foundations around a shared set of beliefs, the 1996 revision of the Standards emphasized the importance of the social foundations in professional preparation programs at both undergraduate and graduate levels. The current revision continues the traditions set forth by previous iterations of the Standards while stressing the role of the foundations in advancing the critical need for a commitment to an education that empowers future generations to confront and resolve the ecological, social, economic, and political challenges of the 21st century. In doing so, the draft Standards articulate four primary concerns for the social foundations: (1) students; (2) professional educators; (3) democratic educational practices; and (4) research, policy, and advocacy in education.

The fact that the interpretive, normative, and critical perspectives have remained, regardless of the intent of the Standards developed within different historical and sociopolitical contexts, speaks to the tenacity of these beliefs as central to the social foundations. This Special Issue examines these perspectives with a focus on the following key question: Will these perspectives and beliefs sustain the discipline as we approach the multiple challenges facing education today and the roles we perceive for foundations in addressing them?

Contributors may explore the following: (1) How do the three identified perspectives as presented through the various social

foundations disciplines provide clarity to the unique role played by social foundations, not only in the preparation of educators, but as well in addressing broader issues facing education today? (2) Are there additional or different perspectives that ought to be considered when teaching the foundations? (3) What impact has teaching from the social foundations perspectives had on the commitments, beliefs, and actions of students you teach? (4) How can social foundations scholars stem the current tendency in some institutions to substitute courses taught by non-foundations scholars (and thus courses that are likely not to address the social foundations perspectives) for the social foundations requirements?

The deadline for submissions is May 15, and all submissions go through the manuscript central portal at Taylor and Francis located at <http://mc.manuscriptcentral.com/heds>  
You will need to create an account in order to submit a paper.