



**CIED 5085-Current Issues in Education
Fall 2017**

CIED 5085 is a required course for the Masters Degree in Curriculum & Instruction. It is a capstone course in which an oral defense of your research serves as a comprehensive exam.

**College of Education
Department of Curriculum & Instruction**

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Office hours: By appointment

Day and time the class meets: Online.

Location of class: Online – Presentations at TWC

Course Description: Examination of research topics, current data, experts in the education field, and utilization of current technology in the examination of contemporary topics will be completed. A capstone course in which the oral defense of a research paper will be conducted.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Important: Developing skill in expressing myself orally or in writing
Learning to analyze and critically evaluate ideas, arguments, and points of view.

Textbooks: *Publication Manual of the American Psychological Association. 6th edition.*

Course Format: This course will be taught as a hybrid course with online submissions as well as face to face presentations. Students will be required to participate in online discussions, complete activities online and present an oral defense of their research project.

Course Content: Course content varies depending upon the research interest of the student.

Course Requirements:

- Late assignment policy:
- Time requirement: This is an intensive course that requires a lot of paperwork. 10-15 hours of preparation time a week is a recommended schedule.
- Professionalism policy: Students are preparing to become professionals in their field of study and are expected to follow the guidelines of the Code of Ethics of Professional Educators located on the TEA website.
- Academic Dishonesty policy: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.
- Student Syllabus Guidelines with link (www.shsu.edu/syllabus)

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

| | DDP | CF | CAEP | NCATE |
|------------|---|-----------|------------------------------------|--------------------------|
| 1. | Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. | 2 | 1.1 (InTASC #10) & 3.3 | 1. c., 1.g., & 4. c |
| 2. | Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. | 2 | 1.5 & 3.4 | 1.b, 4.a., & 6.d. |
| 3. | Practices ethical behavior and intellectual honesty. | 3 | 1.1(InTASC #9) , 3.3, & 3.6 | 1.g. & 4.a. |
| 4. | Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. | 3 | 3.1, 3.3 | 4.a. |
| 5. | Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. | 3 & 5 | 1.1 (InTASC #2) | 4.a.& 4.d. |
| 6. | Demonstrates ability to be understanding, respectful and inclusive of diverse populations. | 3 & 5 | 3.1 | 4.a. & 4.d. |
| 7. | Uses assessment as a tool to evaluate learning and improve instruction for all learners | 4 | 1.1 (InTASC #6) | 1.d. & 4.a. |
| 8. | Demonstrates a commitment to literacy, inquiry, and reflection. | 1 & 4 | 1.1 (InTASC #9) & 3.3 | 1. d, 1. g., & 4.a. |
| 9. | Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains. | 5 | 1.1 (InTASC, & #2) | 4.a. |
| 10. | Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. | 5 | 1.1 (InTASC #2 and #9), & 1.4, 2.3 | 1.c., 3.c., 4.a., & 4.d. |

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator

| Topic(s)/Objective(s) | Activities/Assignments (including field-based activities) | Measurement (including performance-based) | Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator |
|---|---|---|---|
| The student will examine current issues that have or will have an impact in education | Class readings, electronic presentation of an issue, blog discussions | Rubric for electronic presentation, blog rubric | TS—1.4k, 1.5k, 1.11k CF—CF1,CF2,CF3 NCATE—Standard 1a,b,c |

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|--|--|--|--|
| <p>The student will present the results of a research topic conducted during the past year</p> <p>The student will complete a dispositions document through TK20</p> | <p>Presentation to class and a committee of faculty members</p> <p>Complete a dispositions document through TK20</p> | <p>Oral defense rubric and written paper rubric</p> <p>Rubric provided through TK20 on Diversity</p> | <p>TS—IV CF---1,2,3 NCATE---Standard 1a,b,c.</p> <p>See Disposition statement below.</p> |
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Course Evaluation:

Each student will present to the class and a committee of faculty members the results of their research on a topic of current interest. This research paper will constitute the students comprehensive exam requirement for their coursework on their Masters Degree. 100% of final grade. (50% written portion, 50% oral presentation.)