Sam Houston STATE UNIVERSITY

CIED 5340: Foundations of U.S. Education
Spring, 2018

CIED 5340 is a required course for M.Ed. in Comparative and Global Education

College of Education, Department of Curriculum and Instruction

Instructor: Dr. William D. Edgington
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Office hours: By appointment

Class Format: Online
Class day and time: Online
Class location: Online

Course Description: Candidates focus on the historical foundations of elementary, secondary, and tertiary education with emphasis on teaching and policy in Western society and American schools.

Textbooks: None required

Required Reference Book: American Psychological Association (2010). *Publication Manual* (6th ed.). Washington, D.C.: Author.

Course Objectives: The following objectives will be met during this course:
Upon completion of this course, students will be able to:
- Assess the historical events and philosophies that have impacted school curriculum and instruction in U.S.
- Describe historical and current interactions between changes in society and educational reform in the United States.
- Analyze the contributions of various individuals who have made major contributions affecting educational practices in the United States.
- Assess major educational changes, including innovations in the 20th century, reform movements, and academic freedom.
- Analyze the philosophical bases of idealism, realism, pragmatism, reconstructionism, behaviorism, and existentialism and their effect on education.
- Discuss how the historical development of U.S. education can be used to analyze current research and theory regarding curriculum and instruction.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:
- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning fundamental principles, generalizations, or theories.

Important:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Outline

Course/Instructor Requirements: To be successful in an online course, you must take the responsibility to be a self-directed learner.

- Falling behind and trying to play catch-up will pretty much guarantee not being successful.

- You need your own computer with recent upgrades and reliable, high-speed Internet access. You will also need a printer to print material you may want to use during the course.

- Each module will open on the specified date and remain open. Any assignments not completed in the allotted time will be not be graded and a zero given. Be sure to read each module carefully so as not to miss any instructions, questions, or directions.

- All grading opportunities must be submitted by midnight on the date they are due. All work must be completed using standardized American English. It is expected that APA (6th edition) will be used for citations and references. Not doing so will result in the loss of points up to the total number of points possible for each assignment.

- If, at any point in the semester, you find yourself getting further behind or if life is getting in the way, **drop the course!** Contact me first and we'll talk about it, but it is better to drop the course than to receive an F.

- Check your SHSU email regularly. Do not merge the SHSU messages with other mail systems (e.g., gmail), because when those systems are 'full,' no more messages can be delivered. This will be my primary way to get in touch with you.

- My reply time to your messages will be within 48 hours; more on weekends.

Assignments:

Modules: Each module will contain a brief video with content information ("Content Video") with information pertinent to the module topic. Each module will also contain an additional video and/or reading with questions to be answered and turned in on Blackboard. Reactions to each module will be placed on the Discussion Board. Full credit for each module requires a personal response with at least two responses to the reactions of others.

Research Paper: A research paper over some individual or event in American education will be required. Periodically, an aspect of the paper will be required to be turned in for feedback. The dates are listed in the module section.

Final Reflection: A final reflection/module will be due at the end of the course. It will be treated as an exam in that you won't know the question until you open it up. It will be open note/resources.

Grades:

Modules:	500 points (10 at 50 points each)
Research Paper:	100 points
Final Reflection:	<u>100 points</u>
	700 points possible

A= 644 – 700 points   B= 574.9-643.9 points   C= 504.9-573.9 points

Schedule:

<u>**Module 1**</u>

Open date:	January 17
Deadline for syllabus acknowledgement:	January 24

Read the syllabus and acknowledge your understanding of it by submitting a statement to the assessment link. This will allow you to access the remaining modules for the course.

<u>**Module 2**</u>

Open date:	January 17
Deadline for postings:	Personal – January 29 Reactions – January 31
Topics:	1) *Education in Pre-Colonial America – Idealism and Native American Cultural Traditions*
	2) *Education in Colonial America and the Influence of Realism - New England Colonies*
Objective:	The student will (TSW) describe global influences on education in Pre-colonial America and schooling in colonies in New England.

<u>**Module 3**</u>

Open date:	January 31
Deadline for postings:	Personal – February 12 Reactions - February 14
Topics:	1) *Education in Colonial America and the Influence of Realism - Middle Colonies*
	2) *Education in Colonial America and the Influence of Realism - Southern Colonies*
Objective:	TSW describe and assess schooling in middle and southern colonies.
Due:	Topic for research paper February 14

<u>**Module 4**</u>

Open date:	February 14
Deadline for postings:	Personal – February 26 Reactions – February 28
Topics	1) *Education and the Building of a New Nation - 1776-1830*
	2) *The Common School - 1820-1860*
Objective:	TSW analyze the emergence of the Common School.
Due:	Outline for research paper February 28

<u>**Module 5**</u>

Open date:	February 28
Deadline for postings:	Personal – March 12 Reactions - March 14
Topics:	1) *Class, Caste, and Education - 1800-1900*
	2) *Beginning a Modern School System Based on Pragmatism- 1865-1900*
Objective:	TSW describe the sociological impact of the rise of urban settings on American schools.
Due:	7 references for research paperMarch 14

Module 6

Open date: March 14
Deadline for postings: Personal – March 26 Reactions - March 28
Topics: 1) *Educational Reform in the Progressive Era - 1890-1915*
                   2) *Completing the Modern School System - 1915-1929*
Objective: TSW assess the influence of Progressivism on American schools.

Module 7

Open date: March 28
Deadline for postings: Personal – April 9 Reactions - April 11
Topics   1) *Effects of Depression and War on Education and Reconstructionism - 1930-1946*
                   2) *Political Ideology, Behaviorism, and the Resulting Education - 1945-1960*
Objective: TSW analyze the influence of global events on education in America.

Module 8

Open date: April 11
Deadline for postings: Personal – April 23 Reactions - April 25
Topics: 1) *The Pursuit of Equality and Existentialism - 1960-1980*
                   2) *From Equality to Excellence - 1980-2008*
Objective: TSW analyze the influence of political and sociological events in the latter half of the 20th century on education in America.
Due: Research paper   April 25

Module 9

Open date: April 25
Deadline for postings and assignments: Personal – April 30 Reactions - May 2
Topics: 1) *Modern Educational Reform*
Objective: TSW discuss attempts at educational reform in the past 25years.

Module 10

Open date: May 2
Due: Final Reflection   May 9
Objective: TSW apply course content to specific questions related to the foundations of education in the United States.

Student Guidelines

University Policies:
- SHSU Academic Policy Manual-Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Disabled Student Policy #811006](#)

- o [Student Absences on Religious Holy Days #861001](#)
  - o [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - o Technology during instruction: NA
  - o Technology during exams: NA
  - o Technology in emergencies: NA
- Visitors in the Classroom- NA
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Attendance:
Because the course is online, there are no specific requirements for attendance; only that you keep up with the required readings and turn in required assignments by the midnight of the designated date.

Course Expectations:
Because this is a graduate course, graduate-level work is expected. That means going above "getting by."

Bibliography

- Spring, J. (2015). *American education: Sociocultural, political, and historical studies in education* (17th ed.). New York: Routledge.

- Urban, W. & Wagoner, J.L. (2013). *American education: A history* (5th ed.). New York: Routledge.

College of Education Information

Accreditation
The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation
Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to

students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Standards Addressed
Interstate Teacher Assessment and Support Consortium (InTASC) *Standards*
https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

Council for the Accreditation of Educator Preparation (CAEP) *Standards*
http://caepnet.org/standards/introduction

Standard 1: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 3: The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 5: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.