Sul Ross State University

College of Education and Professional Studies

Department of Education

EDUA 5317 1W1

History, Philosophy, and Trends in Education

Fall 2025

This is a draft and is subject to change before the course starts in October.

Instructor: Dr. Jeanne Qvarnstrom, Professor of Education

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 Office Hours: ***TBD.***

Required Textbooks:

Gutek, Gerald L. (2011). Historical and philosophical foundations of education: A biographical introduction. (5th ed.) Boston: Pearson.

Aldridge, J and Goldman, R (2007). Current issues and trends in education. (2nd ed.) Boston: Pearson

Recommended Reference:

American Psychological Association. (2010). Publication manual of the American Psychological Association. (x ed.) Washington, DC: American Psychological Association.

Marketable Skills-Masters in General Education

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.
3. MED General students will demonstrate an understanding of diversity.

Student Learning Outcomes: By the end of this course, students will:

- Understand the historical and philosophical foundations of the educational ideas and practices from a global perspective.
- Understand the ways in which the roles of teacher and student have evolved over time.
- Examine educational goals, teaching methods, and curricula from a variety of philosophical perspectives.
- Analyze and discuss major educational trends and areas of educational conflict in America, both historically and in the present day.
- Recognize the contributions of educational reformers and their impact on American education.
- Formulate an internally consistent, comprehensive, and articulate personal philosophy of education.
- Develop a clear understanding of the current trends and issues in education

MED Program Learning Outcomes (some or all addressed in this course)

Outcome 1 Master of Education students will demonstrate mastery of content in the required core courses.

Outcome 2 Master of Education students will design a research proposal drawing upon qualified, current courses and completing the paper with a good introduction, overview of the research and effective presentation of the problem.

Outcome 3 Master of Education students will demonstrate knowledge and leadership in their chosen area of specialization.

Course Description:

This course is a survey of the historical, philosophical and contemporary landscape of schools in the United States. Emphasis is placed on enduring debates about the purposes of education in a democratic society. Additionally, this course will explore the current trends and issues facing education in today's world.

Key Assignments:

Please keep in mind that the due dates for all assignments are deadlines. All assignments are due at midnight on the day stipulated in the calendar. Late assignments could lose up to 20% of possible points if prior arrangements are not made. All written assignments must follow APA format.

1) Discussion Board—per posted due dates

- Write your response to the posted question, read others' responses, and post comments on 2 or more of your classmates for each discussion board.

2) Written analysis of historical legacy on Big Thinkers in Education today.

- Select one of the educators from the text whose thinking may be characterized as the "Big Thinker.'
- Explain your rationale for selecting the "Big Thinker".
- APA format

3) Written Comparison of Two Educators of your choice from the textbook or from your past experience

- Compare the historical context, life, educational philosophy, and contributions of the two educators.
- Identify the ideas that you most embrace from one or both of the educators.
- Identify the impact of the two educators on education today.
- Identify areas of disagreement you may have with either of the educators, if any
- APA format

4) Written critique/discussion of an American Educator

- Discuss the philosophy of an American Educator who specifically strikes you
- Identify the various aspects of his/her philosophy with which you agree and use in your practice
- Identify the various aspects of his/her philosophy with which you disagree
- Discuss the impact this educator has had on American Education
- APA format

5) Written discussion of current treads in Education

- Identify a current trend with which you are familiar
- Discuss the nature and scope of this trend
- Discuss the impact this trend has had on your practice as a teacher
- Discuss your expectation of how this trend will continue to influence Education
- APA format

6) FINAL Class Project: Your Personal Educational Philosophy

- Present your own educational biography (following the Gutek format) including

Part I Your historical context (key events influencing you)

Part II Your biography (identification of formative persons and events that shaped your educational philosophy or ideology/ reference one or more educators of of influence from the text)

Part III Analysis of your personal educational philosophy, addressing the following: concepts of truth, values, education and schooling, teaching and learning, and role of technology in education.

Part IV Conclusion (contributions you have made to education and future goals)

- Format: This is a written composition.

    RESEARCH PAPER

    Address all 4 parts listed above

    Five to 7 pages

    APA style

    List five or more references in credits

6) Final Exam: The final exam will be a written exam which is all essay in style. You will be given approximately 2 weeks to complete the exam. You will need to answer each question independently of the other questions.

- SRSU purchased SMARTHINKING (an online academic support system) for all students to use. It is located on Blackboard under tools, and it connects you to the SMARTHINKING website where you can post writing and get editorial feedback. Prior to submitting your final composition, you may post it on SMARTHINKING for feedback and include the feedback report when you submit your final composition.

    Grading:

Assignment	Points	Due Date
Discussion Boards 4 @ 5 points each **Each entry includes your response and your response to 2 or more classmates**	20	Per discussion board
Written Essay #1-Defining the "Big Thinker" in education	10	TBD
Written Essay #2-Critical discussion of two American Educators	10	TBD
Written Essay #3-Current trends in Education	10	TBD
Final Semester Project	20	TBD
Final Exam	30	TBD
Total points	100	TBD

Letter Grades:

    90-100 - equates to an A

    80 -89 - equates to a B

    75-79 equates to a C

    70-74 equates to a D

    69 or less equates to an F

Grading Policy:

1. All papers should be typewritten according to the APA manual.
2. All writings, including the Discussion Board postings, will be graded for correct writing conventions including grammar, as well as content.
3. ALL papers MUST be submitted through Blackboard. I do NOT accept emailed assignment submissions.
4. All papers are EXPECTED to be submitted on Blackboard by the due date, unless specific arrangements are made prior to the due date and include specific and extreme mitigating circumstances. Otherwise, late work may receive a point penalty of 15% of the point value for that assignment/discussion per day late.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honest in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Attendance Policy:

Although this course is web delivered, participation and timely assignment completion is required. Students in web-based classes are expected to log in several times each week to the Blackboard course site on the internet. "Logins" will be monitored. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook.

TENTATIVESCHEDULE

Week	Assigned Reading	Assignment
TBD	Chapter 1-Read this chapter by January 20	Discussion Board #1-Original post due TBD, responses due TBD Present a 2 to 5 power point slide through Blackboard which introduces you to the class. You are to respond to a minimum of two of your classmates.
TBD	Chapter 2-Read this chapter by Jan 26	Composition 1-Discussion/analysis of the "Big Thinker" due TBD TBD-Composition I Due
TBD	Chapter 3,4	Discussion Board #2-Initial Post due TBD, responses due TBD After reading chapters 1 & 2 in your textbook about John Seely Brown, compare and contrast the views of both Confucius and Brown in regard to the importance of convention, tradition, and change. Do you agree or disagree with their assessments? Why? Be sure to respond to a minimum of two of your classmates' posts.
TBD	Chapters 5,6	Discussion Board #3-Initial post due TBD, responses due TBD Compare and contrast Plato and Aquinas on the concept of *hierarchy.* Describe how hierarchy in schools today is similar or different to their definition of the concept? Be sure to respond to a minimum of two of your classmates' posts.
TBD	Chapter 7,8	Discussion Board #4-Initial post due TBD, responses due TBD In your opinion, what position would Calvin take on the following issues: added security to control violence in schools, prayer in public schools, multiculturalism, vouchers for nonpublic schools, and the posting of the Ten Commandments in public schools? Be sure to respond to a minimum of two of your classmates' posts.

TBD	Chapters 9,10	Composition 2-Due on Blackboard by TBD at midnight. Critical comparison of two well-known American educators or educators from your personal experience
TBD	Chapters 1-6, Aldridge Text	Composition 3-Due on Blackboard by TBD at midnight Current Trends in Education
TBD		
TBD		
TBD	Term Project	Written Term Project due on Blackboard on TBD by midnight Personal Philosophy of Education
TBD	Final Exam	Final Exam-due on Blackboard on TBD by midnight Final exam questions will be available for you to view by TBD and will no longer be available to you after TBD.

Throughout the course, additional activities and/or reading may be added to enhance your learning experience with or without additional points.

Netiquette

Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

1. Check the course website frequently and respond appropriately and on subject.
2. Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
3. Cite all quotes, references and sources.
4. Never forward someone else's messages without his/her permission.

5. All discussion postings should be of top quality, on time, and rich in text. (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) <u>The Net User Guidelines and Netiquette</u>, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in the Ferguson Hall, Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8203; the fax number is 432.837.8724.

Required by TSUS for Use of Generative Artificial Intelligence (AI)

To promote transparency, academic integrity, and consistency across the curriculum, each course syllabus must include a clearly articulated statement addressing the use of generative artificial intelligence (AI) technologies, including large language models (LLMs). This statement should specify whether such technologies are permitted, restricted, or prohibited within the context of the course, and define any conditions under which their use is acceptable (e.g., for drafting, idea generation, or coding assistance). Faculty are encouraged to align their guidance with the institution's academic integrity policies, information security guidelines on the use of AI, and the norms of their discipline. Including this statement is required to ensure that students understand the expectations surrounding generative AI and LLMs and to support informed, responsible engagement with these emerging technologies in academic work.

Here are some recommended statements faculty might adapt for their syllabi: https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements.

Required by THECB

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504/.

For Core Curriculum Courses Only for 2025-2026

Please include the SLOs for Empirical & Quantitative and Teamwork skills in your syllabi for fall and spring semesters 2025-2026. Click here for more information on Core Curriculum.

- Personal Responsibility. Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Social Responsibility. Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

Required by Americans with Disability Act Statement (ADA)

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Recommended Statements

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!