

SUL ROSS STATE UNIVERSITY
Department of Education
EDUA 5317 History, Philosophy, and Trends in Education
Spring 2026

Instructor: Dr. Jeanne Qvarnstrom

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Office Location: MAB 309h

Office Hours: Monday-Wednesday 10:00 – 12:00 and by appointment

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Course Description: This course is a survey of the historical, philosophic and contemporary landscape of schools in the United States. Emphasis is placed on enduring debates about the purpose of education in a democratic society.

Student Learning Outcomes for the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC):

Master of Education General students will-

- Demonstrate writing skills and the ability to use research methodology
- Identify diversity practices in education
- Apply their understanding of content in their chosen areas of specialization

Marketable Skills: The Texas Higher Education Coordinating Board (THECB) requires all academic programs to identify general skills that students develop in the programs that could be applied to any career students pursue.

Master of Education General students will:

- Develop writing skills for effective communication.
- Develop research skills to promote life-long learning.
- Demonstrate an understanding of diversity.

Texts:

Required Texts:

Gutek, L. (2011). Historical and Philosophic Foundations of Education (5th ed.). Pearson.

Recommended for Graduate Study:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed).

ALL ASSIGNMENTS WILL BE REQUIRED TO BE WRITTEN IN APA FORMAT. DISCUSSION BOARDS WILL INCLUDE ONE OR MORE REFERENCE CITATIONS IN APA FORMAT.

ASSIGNMENTS

Assignments: 90-100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = F

All assignments are due at midnight on Saturday night unless otherwise specified.

Assignments	Points
Discussion Board -post your response by Wednesday, and write a response to one other student's posting by Saturday at 11:59 p.m. (8 total with 20 points each)	160
2025 National Teacher of the Year Essay	20
Midterm test over chapters 1-17 (pages 1 – 306)	70
Create a Video Identifying Key Trends in Education and Historical Antecedents to those Trends	50
Create interview questions and conduct two separate interviews: someone over 50 years old and someone between 20 and 30 years old	50
Final test over chapters 13-25	70
Total points	420

Schedule for EDUA 5317

I reserve the right to amend the course schedule as needed during the term.

Date	Course Content	Readings	Assignments
Week 1	Early thoughts on the perfect society	Chapters 1,2, & 3 pp. 150	<p>Discussion Board 1: Introduce yourself and share information such as what is your specialization for your master's degree,; where you live, what you like to do, and what you hope to learn in EDUA 5317.</p> <p>2025 National Teacher of the Year Essay. Each year, the Council of Chief State School Officers (CCSSO) selects a national teacher of the year, who may be considered an educational leader in our own times. View the posted videos of Ashlie Crosson, NTOY, and write a one to two page essay. Identify two trends that she discusses and share your thoughts on how relevant you see the trends to be in your current position in education. Your essay should be written in APA format. Include the videos and any other sources in your Reference Section.</p>

Week 2	Influence of religion and ethics in education	Chapters 4-8, pp. 50-128	Discussion Board 2: In your opinion, what would be Calvin's position on the following issues: added security to control violence in schools, prayer in schools, multiculturalism, vouchers for nonpublic schools, and the posting of the Ten Commandments in public schools?
Week 3	Educational Reforms	Chapters 9-12, pp. 129--200 Howard Gardner video	Discussion Board 3: Reflect on Comenius' belief that schools are made for children and not children for schools. Then view the video on Howard Gardner and identify how Comenius's ideas may have impacted Gardner's philosophy.
Week 4	Revolutionary Times	Chapter 13-17, pp. 201-307 Laura Elizondo reading	Discussion Board 4: Read the article on Laura Elizondo and compare and contrast her educational focus with Mary Wollstonecraft. What do they have in common and how do they differ? Midterm posted all week. It is open book. It is over chapters 1 – 17.
Week 5	Innovators in Education	Chapters 18 -21, pp. 307- 369.	Discussion Board 5: Consider Dewey's concepts of "reflective thinking: and the "complete act of thought". Do you think those concepts are relevant to contemporary teaching and learning? Explain your answer.

			<p>Interviews on Trends in Education</p> <p>Select 3 to 5 trends in contemporary education today from this list of 10 or your own. Education and democracy, religion, diversity, career pathways, the family, social justice, student well-being and support, assessment and accountability, technology and AI, teacher quality and certification. Create 10 survey questions (use AI if you like). Conduct the survey questions with one person over 50 years old and one person between 20 and 35 years old. Post your written questions and answers on blackboard. If your interviewee answers in short responses, ask follow up questions, to gain deeper insight. Then write a one to two page reflection and post in blackboard. The reflection should include:</p> <ol style="list-style-type: none"> 1) identification of the leaders we have read to date whose ideas are reflected in the interview answers you have received. 2) if there are significant differences between the two age groups and their responses. <p>Write your essay in APA format with a title page and reference page of 3 or more references (your interview subjects are</p>
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			included in your reference list).
Week 6	20 th Century Proponents for Education	Chapters 22 & 23, pp. 386-428 AI Video with Dr. Jennifer Miller-Ray	Discussion Board 6: Reflect on Maria Montessori's approach to early childhood education and Comenius's statement that "many schools are slaughterhouses of the mind". Then view the video of Sir Ken Robinson. Do you think that Montessori and Comenius may have impacted

			<p>Robinson? Give examples. Include two or more citations. Please write a response to one or more other students in the course.</p> <p>Discussion Board 7: After viewing the AI video, which educational leaders who we have studied do you think would be most supportive of AI? Provide your rationale with supporting quotes from the textbook.</p>
Week 7		<p>Chapters 24 & 25, pp. 428-467</p> <p>Angela Duckworth video</p>	<p>Discussion Board 8: Reflect on how Freire, Du Bois, and Duckworth view human nature. Cite one or more citations to compare and contrast each one's perspective. Do their ideas agree or disagree with your concepts of human identity, purpose, and learning? Please respond to one or more other students in the class.</p> <p>Create Your Own Video on Key Trends in Education: View the sample video and then create your own 3 to 5 minutes video identifying what you think are 3 or more trends in education today. Connect each trend with one or more of the educational leaders we have studied in this book. Describe why you think it is significant. Post both your written script and your video on blackboard.</p>

Week 8	Final Exam	Over chapters 18-25	The exam will be posted online all day on Monday, May 4

POLICIES

Remote/Online Courses: 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 the secure login. Students enrolled in distance education courses at SRSU 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.

Distance Education Non-Participation Statement: Although this course is delivered by Blackboard, participation and timely assignment completion are required. Your Sul Ross email is the official means of communicating for the course. Policies in effect for face-to-face courses also apply to students enrolled in web-based courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web courses, this policy is interpreted as not participating for more than three weeks in a long semester or one week in a summer session. Students dropped for non-participation will receive a F in the course from which they are dropped. Inactivity may include any of the following:

- Not logging into the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email
- Not following the instructor's participation guidelines stated in the syllabus Overall, communication is essential. If issues arise that preclude compliance with this policy, it is incumbent on the students to notify the instructor.

Course Requirements: The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for educators to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance or BB Help Desk.
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work may have points deducted.
3. Online discussion boards will provide opportunities for discussion among those persons who may exhibit a different perspective from your own. Postings must be completed at the appointed time. For full credit, read and respond to two other students' postings. Include one or more citations in APA format.

Library Support: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers 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 Lobo ID and password. Librarians are tremendous resources for your coursework and can be reached in person, by email or by phone (432.837.8123).

Disability Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the 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. Alpine students seeking accessibility/accommodations services must contact Ronnie Harris, M.ED., LPC, SRSU's Accessibility Services Coordinator, at 432 837 8203, or email Ronnie.harris@sulross.edu. The office is located on the first floor of Ferguson Hall- room 112- and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832.

International students may contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu.

Academic Honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism Defined: The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic or academic dishonesty include but are not limited to: 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.

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 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.

A.I. Integrity Policy: This policy outlines the acceptable use of Artificial Intelligence (AI) tools in this course. The goal is to ensure that students understand the ethical considerations, responsibilities, and academic integrity expectations related to AI usage.

Acceptable Use of AI Tools

1. Students may use AI tools to enhance their understanding of course material. This includes utilizing AI for study aides, language translation, and practice exercises, provided these tools are not used in ways that violate the integrity of assessments or assignments.
2. AI tools can be used for grammar checking, citation generation, and research organization. However, students must properly attribute all sources and avoid over-reliance on AI-generated content. Original thought and critical analysis should be the primary focus.
3. AI can facilitate collaborative learning and discussion, but students must disclose when AI tools are used in collaborative settings. The use of AI should not replace human interaction and critical thinking.

Required by American with Disabilities Act SRSU Disability Services: 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 a 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 Grishma, 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.

Note: The Graduate Center in BAB 300 offers assistance with writing assignments, online workshops, and information about programs, fellowships, and graduation deadlines. Phone: 432 837 8524 or online at gradcenter@sulross.edu