Instructor: Sandra Holbrook, Ed. S  
Email: sholbrook@wmcarey.edu  
Class: On-line

Text  
(10th ed.). Columbus: Merrill.

Catalog Description  
This course is a survey of the historical development of educational systems and philosophies from ancient time to the present.

Course Description and Rationale  
History is the study of human accomplishments. Knowledge of the history of a profession or academic discipline enriches the person who engages in this type of learning. An understanding of the events and people who have influenced our modern American educational system is essential for the educator to have a complete education. This course is designed to provide the graduate student with background information regarding major historical events and people who have contributed to the development of our present public education system. The course will also examine principal philosophies that have impacted educational policy and practice. The emphasis of the course is on the history of education in America from colonial times to the present. However, no study of American education would be complete without an understanding of the influence of European philosophies and educational practices. The course will examine educational systems from ancient times to the present-day educational reform movement. This course is a part of the professional core required of all Master of Education degree candidates. The inclusion of this course is congruent with the mission and objectives of the college by requiring a high level of scholarship to successfully complete the course. The course also seeks to help individuals develop more effective communication and critical thinking skills, thus preparing the student to be a more informed and caring professional educator.

Class Attendance  
Attendance at all class meetings is expected. Since this is a hybrid class, weekly discussion responses will count for class attendance. If you do not turn in your discussion response to the drop box for that week, you will be counted as absent. There are no excused or unexcused absences. No credit will be received if more than 2 full classes are missed (see The Graduate Catalog). All assignments are due in D2L by the assigned due date. All assignments are to be in Microsoft WORD '97 or newer version. It is your responsibility to have assignments in the appropriate format. No late assignments will be accepted after date due.
Course Requirements

Online discussions
Read the text, handouts, and all other assigned readings. Students must participate in the Discussion Board activities. Weekly discussion responses count for class attendance for that week. If you do not turn in your discussion response, you are considered absent. Grades will be assigned on the accuracy and completeness of reports. The first portion of the discussion response should be research based, and the second section should be a thoughtful reflection (relate to your experience, practice, etc.). Each discussion response must be a minimum of 1 page in length and should be turned in to the appropriate discussion thread on D2L. Credit will not be given for online discussions after the closing date for that week. Discussion responses are due by 9 p.m.

Rubric for Online Discussions
_____ Content [1st part] (30)
Clearly connects to assigned readings and supplemental information
_____ Critical Thinking/Global Picture [2nd part] (30)
Clear evidence of critical thinking: application, reflection, synthesis, analysis, and evaluation
_____ Quality of writing (30)
_____ Layout requirements (10)
A minimum of 1 page in length, Times New Roman, Microsoft Word, etc.

Philosophy of education
Determine, develop, and describe your philosophy of education. The student will identify his/her philosophy (“isms”) in 2-3 full typed pages of how it applies or will apply to your educational practice.

Rubric for philosophy of education
_____ Cover Page (5)
_____ Minimum of 2 pages (15)
_____ Describes philosophy providing examples as well as related to particular “isms” (Pragmatism, Realism, Idealism, etc.) (30)
_____ Quality of writing - descriptions, explanations (20)
_____ Whole document in correct layout/headings/organization (10)
_____ Appearance font, etc. (12 font, times new roman, double spaced) (10)

Interview
Interview a retired teacher or administrator. Ask him or her to discuss educational reform cycles and trends. Use a structured interview to discuss how things have changed since your interviewee began his/her teaching career. Examples of ideas to discuss could include: class size, transportation, teacher rules and expectations, school facilities, support for schools, student diversity, food, health care, teacher preparation, discipline, parental involvement, school finance, degree of community involvement and school administration. Your interview should be written in narrative format (3 – 5 pages) and should contain a reflective portion of how education has changed.
Rubric for Interview
_____ Cover Page (5)
_____ 2 sections as stated – narrative format that addresses several of the suggested ideas as well as some of your own and a reflective portion (25)
_____ Quality of writing - descriptions, explanations, reflection (50)
_____ Whole document in correct layout/organization (10)
_____ Appearance font, etc. (12 font, times new roman, double spaced) (10)

Annotated Bibliography
Select a topic that has been instrumental in impacting and shaping our history and philosophy of our educational system and beliefs. The topic must be relevant to the text. You will be graded on your quality of writing, APA guidelines, and the required components listed below.

Components of the annotated bibliography:

Title page
- Follow APA Guidelines

Introduction
- Overview of the topic
- Purpose (Why is the topic important to research?)
- Justification (How can this research be applied in the classroom?)
- 1-1.5 pages

3 Articles
- Scholarly and/or peer reviewed information
- 1-1.5 pages each
- Summary of article
- Reflection/critique

Appearance: Times New Roman, 12 point font, double space, headers, appropriate headings, organized and neat, insert page break for each additional article, hanging indent

Rubric for Annotated Bibliography
_____ Cover Page (5)
_____ Alphabetical Order and numbered (5)
_____ Introduction – minimum of 1-1.5 pages, quality of writing (25)
_____ 3 entries (scholarly/peer reviewed - minimum of 1-1.5 pages and no more than 2 pages and includes quality of writing (25)
_____ Liked/Disliked – Recommendation – critique (10)
_____ APA (10)
_____ Whole document in correct layout (10)
_____ Appearance font, etc. (12 font, times new roman) (10)
Final Exam
The final exam is objective, multiple choice type questions that are timed.

Evaluation Criteria
Grades will be based on the following:
- Online discussions: 30%
- Philosophy of education: 15%
- Annotated Bibliography: 25%
- Interview: 15%
- Final exam: 15%

Grades
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C

Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

Americans with Disabilities Act
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University - Tradition Campus.

Disaster Plan Statement
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
**Areas of Professionalism**

1. **Dependability and Reliability** – shows responsible attendance, arrives punctually for class and teaching experiences, completes assignments on time, and is organized and prepared.
2. **Respect** – shows respect toward others, deals with frustrations, problems, and differences in opinion in mature ways.
3. **Commitment and Initiative** – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. **Responsiveness** – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. **Collaboration** – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. **Open-Mindedness** – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. **Knowledgeable** – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. **Communication** – demonstrates effective communication, models standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. **Academic Honesty** – takes responsibility for producing independent, original work.

**Incompletes**

All of the following criteria must be met in order for a student to receive an incomplete:
- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)

If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

Tobacco-Free Campus: “William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.”
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>NAEYC</th>
<th>INTASC</th>
<th>ACEI/NMSA</th>
<th>WCU/CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the influence of the Greeks and Romans on the evolution of public education.</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 3</td>
</tr>
<tr>
<td>Identify and discuss the major events and persons of the Middle Ages that contributed to the development of public education.</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 3</td>
</tr>
<tr>
<td>Identify and discuss the major events and persons of the Renaissance and Reformation that contributed to the development of public education.</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 3</td>
</tr>
<tr>
<td>Describe the influence of scientific thinking and discovery on the development of public education.</td>
<td>3</td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 3</td>
</tr>
<tr>
<td>Identify and discuss the influence of religious leaders such as Martin Luther and John Calvin on our educational system.</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Discuss significant persons and events that influenced the development of educational systems during the colonial period of American history</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 3</td>
</tr>
<tr>
<td>Identify major legislation that has impacted education from colonial times to modern times</td>
<td>1, 2, 3, 4, 5</td>
<td>10</td>
<td>3.1, 3.4, 3.5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Discuss the development of higher education from colonial times to modern times</td>
<td></td>
<td>1, 2</td>
<td>1.0</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Discuss the impact of major schools of educational philosophy on educational thought and practice</td>
<td>1, 2, 3, 4, 5</td>
<td>1</td>
<td>1.0, 3.1, 3.2, 3.3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Identify the role of the courts in the shaping of educational practice</td>
<td>1, 2, 3, 4, 5</td>
<td>10</td>
<td>3.1, 3.4, 3.5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Describe the educational reform movement of the 20th century</td>
<td>1, 2, 3, 4, 5</td>
<td>9</td>
<td>1.0, 3.1, 3.2, 3.3, 3.4</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Identify how futuristic thought has influenced trends in modern education</td>
<td>1, 2, 3, 4, 5</td>
<td>9</td>
<td>5.1, 5.2</td>
<td>1, 5</td>
</tr>
</tbody>
</table>

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<th>Performance Assessments</th>
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<th>WCU/CF</th>
</tr>
</thead>
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<td><strong>Online discussions</strong>&lt;br&gt;Reflect on assigned readings and supplemental information.</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 3, 1, 3.1, 3.2, 3.3, 3.4, 3.5</td>
<td>5</td>
</tr>
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<td><strong>Philosophy of education</strong>&lt;br&gt;Determine, develop, and describe your philosophy of education and how it applies or will apply to your educational practice.</td>
<td>5</td>
<td>9</td>
<td>5.1</td>
<td>1</td>
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<td><strong>Interview</strong>&lt;br&gt;Interview a retired teacher or administrator to discuss how educational reform cycles and trends.</td>
<td>5</td>
<td>9</td>
<td>5.1</td>
<td>1</td>
</tr>
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<td><strong>Annotated Bibliography</strong>&lt;br&gt;Research a topic that has been instrumental in impacting and shaping our history and philosophy of our educational system and beliefs.</td>
<td>5</td>
<td>9</td>
<td>5.1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Final Exam</strong>&lt;br&gt;Demonstrate knowledge on readings related to the history of education.</td>
<td>3, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 5.1</td>
<td></td>
</tr>
</tbody>
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TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.
2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.
3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button. Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

Barry Morris, Ph.D.
Dean, School of Education
William Carey University
498 Tuscan Avenue
Hattiesburg, MS 39401
601-318-6587
barry.morris@wmcarey.edu