

603708
200

Change Undergraduate Course

Change a Course

Subject: EDF-Educational Foundations
Number: 3010
Effective Term: Fall 2017 *Spring 2018*
Title: Principles of American Educat
Honors Course:
 Add Honors Course:
Last Term Course was taught: *201608* ~~201608~~ *Over*

Brief Statement of Change Based on Assessment Results:
 The Social Foundations program area has switched departments. It has moved from Education and Human Development (where the EDF prefix is housed) to Teaching and Learning (where the ED prefix is housed).

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)
Department change

Honors

- Honors Students Only?
- Honors sections allowed to be offered?

Change Subject

To ED-Education

Learning Objectives

- Critically examine public education in the United States from a systematic and reasoned perspective;
- Argue for appropriate relationships between school and society;
- Question what it means to educate students for democratic participation and citizenship;
- Analyze how public schools help to lessen or increase inequalities in educational opportunity;
- Evaluate how particular educational policies impact individual students differently.

Topical Outline

- Purposes of Education (Weeks 1-2)
- Race and the Achievement Gap (Weeks 3-4)
- Social Class: Funding, Tracking, and Teacher Expectations (Week 5)
- Gender and Education (Weeks 6-7)
- Multicultural Education (Week 8)
- Bilingual Education (Week 9)
- Students with Disabilities and Inclusion (Week 10)
- Religion and Public Education (Week 11-12)
- School Choice (Week 13-14)
- Testing and Accountability (Week 15)

Add course requirements for honors courses (if applicable)

The honors section highlights qualitative research methodology, including multiple forms of data collection for their video project (observations, interviews, and documents). Honors students also develop a prospectus for future qualitative research based on the issue they focus on for their video project.

001209

Evaluation

Undergraduate
A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60
Class Participation/Quizzes 5%
Exam #1 25%
Exam #2 25%
Exam #3 25%
Video Project 20%

Syllabus

Upload File: [ED3010 Syllabus-20170303121557.docx](#)

Form

User ID: mjspear Name: Melinda Spearman
Date: 03/03/2017 Number: 30075

Minda D. Jones
Chair, Department Curriculum Committee

4/23/17
Date

[Signature]
Department Chair

4/23/17
Date

Minda D. Jones
Chair, College Curriculum Committee

4/23/17
Date

B. Lovenshine
College Dean

4.24.17
Date

Date
Director, Calhoun Honors College

John D. Stiff
Chair, Undergraduate Curriculum Committee

Date

Date
Chair, Graduate Curriculum Committee

Robert S. Jones
Provost

8/24/17
Date

Date
President

ED 3010: Principles of American Education

Catalog Description:	Study the legal basis, historical development, characteristics, and functions of educational institutions in the United States.
Prerequisites/ Corequisites:	
Textbooks:	Hochschild, Jennifer, and Nathan Scovronick. <i>The American Dream and the Public Schools</i> . New York: Oxford University Press, 2003.
	Additional Readings online.
Objectives:	<ul style="list-style-type: none"> • Critically examine public education in the United States from a systematic and reasoned perspective; • Argue for appropriate relationships between school and society; • Question what it means to educate students for democratic participation and citizenship; • Analyze how public schools help to lessen or increase inequalities in educational opportunity; • Evaluate how particular educational policies impact individual students differently.
Topical Outline:	<ul style="list-style-type: none"> • Purposes of Education (Weeks 1-2) • Race and the Achievement Gap (Weeks 3-4) • Social Class: Funding, Tracking, and Teacher Expectations (Week 5) • Gender and Education (Weeks 6-7) • Multicultural Education (Week 8) • Bilingual Education (Week 9) • Students with Disabilities and Inclusion (Week 10) • Religion and Public Education (Week 11-12) • School Choice (Week 13-14) • Testing and Accountability (Week 15)
Evaluation	Class Participation/Quizzes 5% Exam #1 25% Exam #2 25% Exam #3 25% Video Project 20% 90%-100% = A 80%-89% = B 70%-79% = C 69%-60% = D 59% and below = F
Additional Information	
Form Originator	Mindy Spearman

07742
213

Change Undergraduate Course

Change a Course

Subject: EDF-Educational Foundations
Number: 3200
Effective Term: Fall 2017
Title: History of US Education
Honors Course:

Add Honors Course:

Last Term Course was taught: 201508

Brief Statement of Change Based on Assessment Results:

The Social Foundations program area has switched departments. It has moved from Education and Human Development (where the EDF prefix is housed) to Teaching and Learning (where the ED prefix is housed).

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)
Department change

Change Subject

To ED-Education

Learning Objectives

- Analyze the historical intersection of public schooling with issues of race, ethnicity, gender, and socio-economic status;
- Examine the historical development of public schools as an institutional response to perceived failures or shortcomings of other institutions;
- Examine the relationship of public schooling to time, continuity, and change;
- Analyze schools as products of the cultural environments that create or support them;
- Explore elements of the historiography of education.

Topical Outline

- The Nature of Historical Inquiry (Weeks 1-2)
- Native American Educational Traditions in Pre-Colonial America (Week 3)
- Colonial and Revolutionary America (Week 4)
- 19th Century: The Common School (Weeks 5-6)
- 19th Century: Ethnicity, Gender, and Race (Weeks 7-8)
- Early 20th Century: High Schools, Diversity, Progressivism (Weeks 9-11)
- 20th Century: Education, Equity, and Social Policy (Weeks 12-14)
- Late 20th and Early 21st Centuries (Week 15)

Evaluation

Undergraduate

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Analytical Essays (5) 75%
 Participation 10%
 Final Exam 15%

000213

Syllabus

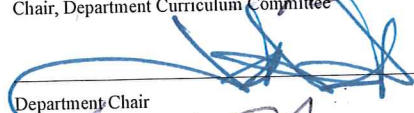
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Form

User ID: mjspear Name: Melinda Spearman
Date: 03/03/2017 Number: 30076

000214


Chair, Department Curriculum Committee 4/23/17
Date


Department Chair 4/28/17
Date

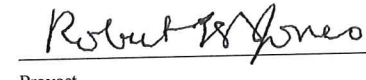

Chair, College Curriculum Committee 4/23/17
Date


College Dean 4.24.17
Date

Director, Calhoun Honors College Date


Chair, Undergraduate Curriculum Committee 5/5/2017
Date

Chair, Graduate Curriculum Committee Date


Provost 8/24/17
Date

President Date

EDF 3200: History of U.S. Public Education

Catalog Description:	Historical survey of the development of U.S. Public Schools
Prerequisites/ Corequisites:	
Textbooks:	Rury, John L. <i>Education and Social Change: Contours in the History of American Schooling</i> , 4 th e. New York: Routledge, 2013. Fraser, James W. <i>The School in the United States: A Documentary History</i> , 3 rd e. New York: Routledge, 2014. Additional Readings online.
Objectives:	<ul style="list-style-type: none"> • Analyze the historical intersection of public schooling with issues of race, ethnicity, gender, and socio-economic status; • Examine the historical development of public schools as an institutional response to perceived failures or shortcomings of other institutions; • Examine the relationship of public schooling to time, continuity, and change; • Analyze schools as products of the cultural environments that create or support them; • Explore elements of the historiography of education.
Topical Outline:	<ul style="list-style-type: none"> • The Nature of Historical Inquiry (Weeks 1-2) • Native American Educational Traditions in Pre-Colonial America (Week 3) • Colonial and Revolutionary America (Week 4) • 19th Century: The Common School (Weeks 5-6) • 19th Century: Ethnicity, Gender, and Race (Weeks 7-8) • Early 20th Century: High Schools, Diversity, Progressivism (Weeks 9-11) • 20th Century: Education, Equity, and Social Policy (Weeks 12-14) • Late 20th and Early 21st Centuries (Week 15)
Evaluation	Analytical Essays (5) 75% Participation 10% Final Exam 15%
Additional Information	
Form Originator	Mindy Spearman