



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 514: Current and Historical Educational Perspectives**

3 Credits
Effective: Summer 2014/2015

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, candidates examine the philosophical, historical, political, and sociological foundations of education and the impact of these interrelated dynamics on current instructional decisions and practices. Candidates investigate some aspect of each of these foundations and relate it to professional practice. Candidates analyze educational practice from a variety of perspectives and consider communication with diverse audiences.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:

- Analyze the current development of schools and educational issues in light of educational philosophies and historical movements
- Compare and contrast the basic tenets of key educational philosophies and their current impact on learning and leading

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Current and historical interpretations of U.S. education
- Equal educational opportunity
- Philosophies of education
- Sociology of education
- Stakeholders and partnerships in education
- Systemic reform

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Personal and Professional Philosophy Paper	30%
Historical and Social Context	30%
Instructor Determined Assignment	20%
Participation	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Personal and Professional Philosophy Paper

Based on required readings, identify several philosophies that operate on an issue within a current school or professional learning community. Name each philosophy and how proponents of each define the issue. Analyze how the differences in belief systems affect teaching and learning and the relationships within the school and/or district professional learning community. Include your personal philosophy and how, as the leader, you would approach a resolution to the identified community issue.

<i>Components</i>	<i>% of Grade</i>
Personal philosophy explained	30%
Paper conforms to graduate writing standards and APA guidelines	10%
Identification of the school community and its “purpose(s) of schooling”	20%
Description(s) of “operating” philosophies	20%
Analysis and evaluation of the effectiveness of the operating philosophies for the school community	20%
TOTAL	100%

Historical and Social Context

Describe and reflect upon legislation that serves to change or improve a current or emerging educational issue at the national, state or local level. Define the historical, political, economic, and social forces affecting the current dialogue that gave rise to the legislation. Identify how this issue developed and where similar dynamics have been seen in our educational history.

<i>Components</i>	<i>% of Grade</i>
Significance of issue: historical, social, political, and economic forces.	30%
Identification and communication of considerations related to stakeholders and diverse populations.	40%
Presentation appropriate to identified audience: graphics, consistency of language /professionalism.	20%
References cited in APA format.	10%
TOTAL	100%

Instructor Determined Assignment

The purpose of this course is both in-depth questioning by professional colleagues and the ability to articulate thinking to a variety of audiences. This final examination asks candidates to write several parts of a real or imagined proposal for a project.

<i>Components</i>	<i>% of Grade</i>
TOTAL	100%

Participation

Online and in-class, active participation is an essential part of learning.

<i>Components</i>	<i>% of Grade</i>
Meets requirements of the activity in a timely manner.	30%
Adds insightful or new ideas, comments, or questions relevant to the activity and/or to other students' posts.	30%
Appropriately references readings, material in course sessions and other postings.	30%
Writes clearly, concisely, and grammatically.	10%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on

the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all

inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.