

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND
RESEARCH**

**EDFN 576 – ISSUES AND TRENDS IN EDUCATION
Summer II 2019**

NOTICE

All information pertaining to this course, including course policies, is subject to change until the first day of the term.

Instructor Information:

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PREREQUISITES

Admission to the Department of Educational Administration, Leadership, and Research and/or approval from professor.

CREDIT HOURS: 3 Graduate Credits

CATALOG DESCRIPTION (Graduate Catalog) EDFN 576 Issues and Trends in Education: Emphasis on current issues impacting the contemporary educational systems and their leadership.

COURSE DESCRIPTION

This course is designed to study selected problems impacting contemporary education in America. The examination of the impact of these problems on schools and their stakeholders is the primary focus of this course.

RATIONALE

Schools do not exist in a vacuum, but rather in a society that affects and influences them in many ways. There are many fundamental and controversial issues which confront and affect the nature

of business of schooling. Educators voice a perspective on these issues and the perspectives may support or reject in part or entirely the ideas or actions particular to an issue. An educator's view is grounded in his/her philosophical beliefs regarding education and schooling. This course will examine a sampling of such issues in education. Students will read the pro and con perspectives of controversial issues and identify trends currently present within the landscape of public school education. Additionally, each student will begin to articulate his/her perspective on issues and develop a consistent philosophical view about the work of schooling and education.

COURSE OBJECTIVES

- A. Gain an understanding of a variety of issues confronting contemporary public and private education and their historic context.
- B. Examine and develop positions on various trends and issues with rationale that supports your point of view. Analyze and frame positions in a written format.
- C. Consider issues related to the function of schools in a pluralistic society in order to promote diversity awareness, gender sensitivity, racial/ethnic appreciation, and religious freedom. (PSEL Standard 3, indicators a, b, c, d, e, f, g, h)
- D. Consider and refine perspectives of educational issues in accord with the laws of the land and professional ethics. (PSEL Standard 2, indicators a, b, c, d, e, f; and Standard 9, indicators a, b, c, d, e, f, g, h, i, j, k, l)

TEXTBOOK

(Required)

Noll, J. (2013). *Taking Sides* (17th ed.): New York, NY: McGraw-Hill Companies.

BIBLIOGRAPHY

Darling-Hammond, L. (1997). *The right to learn*. San Francisco, CA: Jossey-Bass.

Fine, M., Weis, I. Powell, I., & Wong, I. (1997). *Off white: Readings on race, power, and society*. New York: Routledge.

Frankel, N. & Dye, N. (1991). *Gender, class, race, and reform in the progressive era*. Lexington, KY: University Press of Kentucky.

Hochschild, J. (1995). *Facing up to the American dream: Race, class, and the soul of the nation*. Princeton, NJ: Princeton University Press.

Jager, R. & Hattie, J. (1995). Detracking America's schools: Should we really care? *Phi Delta Kappan*, 77(3), 218-219.

Johnso, D. & Johnson, R. (1995). *Reducing school violence through conflict resolution*. Alexandria, VA: ASCD

Levine, D. & Levine, R. (1996). *Society and education*. Needham Heights, MA: Allyn & Bacon.

Sherer, M. (1997). *The changing lives of children*. *Educational Leadership*, 54(7).

National Research Council. (2000). *How people learn*. Washington, DC: National Academy Press.

Wills, J. (1996). *Who needs multicultural education?* *Anthropology and Education Quarterly*, 27, 365-389.

COURSE ORGANIZATION AND EXPECTATIONS

This is an online course. A course schedule with due dates will be posted when the semester begins. This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of the course will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but encouraged.

TEACHING METHODS

This course relies heavily on **INFORMED** class discussion. Completion of postings on each assigned issue are extremely important. Assigned readings, Blackboard responses, and field work are significant in the attainment of the objectives of this course.

PAPERS

Graduate students are expected to express ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be word-processed in 12- point font, Times New Roman, double-spaced, 1.25" left/right margins, 1.0" top/bottom margins. Only headings, titles, etc., are to be in bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved by the instructor. All materials should be proofed for accuracy. In accordance with the policies of the Department of Educational Administration, Leadership, and Research APA style will be used for all papers and written assignments unless otherwise indicated.

ASSIGNMENTS/GRADING/EVALUATION

Students will be evaluated on their performance in the following areas:

Participation in online discussion board entries relative to the assigned issue (200 points per issue – 8 issues in all (1600 points total);

Final Examination (300 points);

Missing deadlines (50% reduction per day in points for the given assignment).

Total points = 1900. A = 1900 - 1710; B = 1709-1520; C = 1519 - 1330; D = 1329-1140; F = 1140 and below.

PLAGIARISM

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from

a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules -

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>.

or Indiana University's Plagiarism and Academic Integrity -

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm>.

ACADEMIC DISHONESTY

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action which may result in permanent disqualification from the program.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to the Internet, E-mail, and to regularly check their WKU email. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan maybe to access from the student's school computer.

STATEMENT OF DIVERSITY

Required: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

ACCOMMODATIONS

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

COURSE ADJUSTMENTS

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

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DISCUSSION BOARD/PAPER ASSIGNMENTS DIRECTIONS AND DUE DATES

DIRECTIONS FOR ISSUE RESPONSES ON THE DISCUSSION BOARD

1. Read the issue as presented in the text. Be sure to read all the opinions expressed.
2. Use the correlation guide in the text to identify other resources.
3. Summarize the issue. (one paragraph)
4. Summarize the “pro” position. (two paragraphs)
5. Summarize the “con” position. (two paragraphs)
6. Submit your personal opinion with rationale. (one page or less)

The following issues are to be addressed and posted on the Discussion Board by 11:59 p.m. on the due dates listed.

ISSUES RESPONSES & DATES DUE

1. **Should Schooling Be Based on Social Experiences? (07/09/2019)**
2. **Should the Curriculum Be Standardized for All? (07/10/2019)**
3. **Should “Public Schooling” Be Redefined? (07/12/2019)**
4. **Can Failing Schools Be Turned Around? (07/15/2019)**
5. **Are Local School Boards Obsolete? (7/17/2019)**
6. **Should Undocumented Immigrants Entitled to Public Education? (7/19/2019)**
7. **Do Teacher Unions Stymie School Reform? (7/22/2019)**
8. **Can Merit Pay Accelerate School Improvement? (7/24/19)**

Final Exam/Paper Due (7/26/19)

PAPER

DIRECTIONS FOR DEVELOPING PAPERS

Identify a separate issue for each paper. Try to select issues that are contemporary and pertain to “real life” situations in the school setting.

- 1. Summarize the issue. (This issue is not to be an issue addressed in the course text.)**
- 2. Summarize the “pro” position.**
- 3. Summarize the “con” position.**
- 4. Submit your personal position with rationale AND additional resources. (Who said so?) All published materials must be cited using APA style in the body of the paper and in the bibliography.**

Maximum length of this paper (no cover sheet please) shall be five (5) pages.

