

New Graduate Course Proposal

Course Title

Course Title: * History, Sociology and Politics in United States Education

Proposed Banner Abbreviation: * HistUSEd

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Michael Hanna

Members of the Graduate Curriculum Committee: Lyndsey Benharris, Philip Saisa, Lynn D'Agostino, Jescah Apamo-Gannon, Karen DeAngelis, Margaret O'Hearn-Curran, Robert Shapiro

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair: The Program Chair for this request is among the people listed above.
* Yes
 No

Course Information

Course Description

* This course focuses on past and current trends in the United States education system. Students will study major historical events, including legislation, that has shaped the version of public education as we see it today. Theories, research, and implications for all education levels will be emphasized. Students will be expected to examine educational policy through a sociological lens, which will allow for a deeper understanding of the educational process. Candidates will report on implications of policy decisions at both the state and federal levels. Candidates will explore historical research, current sociological theories, and specific policies that impact our current education system. Candidates will be expected to complete comprehensive assignments that will require them to make recommendations regarding the structure of the education system.

Course Objectives

Analyze a comprehensive timeline of major historical events in the United States education system. Candidates will be able to make clear connections between this timeline and the backdrop of national and world events.
Develop a comprehensive understanding of the history of American schooling and the evolving relationship between education and social change.
Examine the ways that schools have contributed to social change and enhanced the learning of certain social groups over others.

Rationale and expected outcomes of offering the Course

* In order to address fully the Fitchburg State University Teacher Education Conceptual Framework, a survey course in the history and history of thought movements in the schools of the United States is necessary.

What are the Learning Outcomes for the Course?

Students will gain a synthetic understanding of the main movements, principles and historical events shaping US schools, and consider impacts it will have on their current practice.

Number of Credits: * 3

Discipline Prefix or Prefixes:

* EDUC

Brief rationale if more than one prefix:

[Empty text box]

Level of Course:

- * 7000
- 8000
- 9000

Brief rationale for level choice::

* Prior course was 9000 course

The course will be:

- Requirement
- Elective

Elective or Requirement Note/Special:

[Empty text box]

Is there a similar undergraduate course?

- * Yes
- No

Does this course affect offerings in any other department or program?

- * Yes
- No

Course Enrollment

Expected Average Enrollment:

* 45-60

This course is a replacement for:

Course # / Name

EDUC 9300

Has the course been offered previously as a "Topics" course?

- * Yes
- No

Is this an Extended Campus Course?

- * Yes
- No

Which semester will this course be offered for the first time?:

* FA 23

How often thereafter to be offered?:

* Every other term

Course Requirements

Prerequisite course(s) if any:

[Empty text box]

Additional Requirements

Laboratory Hours: [Empty text box]

Fieldwork Hours: [Empty text box]

Pre-Practicum Hours: [Empty text box]

Practicum Hours: [Empty text box]

Other Requirements (specify):

[Empty text box]

Syllabus Upload

New Course Syllabus Upload:

EDUC The History, Sociology and Politics of US Education K-12.docx

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3435333335

Michael Hanna
Requester Signature

01/11/2023
Date

...3238303935

Nancy Murray
Academic Dean Signature

01/20/2023
Date

...3333343632

Lyndsey Benharris
Department Chair Approval

01/11/2023
Date

...3735313637

Becky Copper Heng
SGOCE Dean Signature

01/27/2023
Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date



**Teacher Education
Comprehensive Syllabus**

Semester:

Course Title: The History, Sociology, and Politics of US
Education, K-12

Course Number:

Instructor: Abigail Rigney, M.Ed, C.A.G.S

Office: Online

Office Hours: By appointment (Virtual Check-in Meetings Made Available -TBD)

Telephone: 508-577-2920 (cell)

E-mail: arigney@fitchburgstate.edu

Office Hours

Office Hours will be held virtually via Google Meet. Additional meeting information will be shared through Blackboard and email as the dates get closer. Attendance at the information sessions is not required. All sessions will be recorded and posted to Blackboard.

CATALOG COURSE DESCRIPTION:

This course focuses on past and current trends in the United States education system. Students will study major historical events, including legislation, that has shaped the version of public education as we see it today. Theories, research, and implications for all education levels will be emphasized. Students will be expected to examine educational policy through a sociological lens, which will allow for a deeper understanding of the educational process. Candidates will report on implications of policy decisions at both the state and federal levels. Candidates will explore historical research, current sociological theories, and specific policies that impact our current education system. Candidates will be expected to complete comprehensive assignments that will require them to make recommendations regarding the structure of the education system.

Required Texts:

Urban, Wayne J., Wagoner, Jennings L Jr, and Gaither, Milton (2019) *American Education: A History* (6th

Edition). Routledge.

Rury, John L. (2019). *Education and Social Change: Contours in the History of American Schooling* (6th

Edition). Routledge.

Downloaded PDF:

The Formative Years in the United States, 1890-1940. *Journal of Economic Perspectives* 13, no. 1 (Winter): 37-62 [A brief history of education in the United States.](#)

Fitchburg State University Teacher Preparation Programs. *Conceptual Framework*. Fitchburg, MA: 2012.

Massachusetts Department of Elementary and Secondary Education *Common Core*. Malden, MA: 2012

Recommended Text:

Cohen, Arthur M., and Kisker, Carrie B (2009). *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System*. Jossey-Bass.

Mehta, Jail. and Fine, Sarah (2022). *In Search of Deeper Learning*. Harvard University Press.

Ravitch, Diane (2011). *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*: Basic Books.

Fitchburg State University Teacher Education Conceptual

Framework *Knowledgeable*

Caring Ethical

Skillful

This course will address the dispositions of the Conceptual Framework as well as the professional standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Associate for the Childhood Education International (ACEI) and the International Reading Association (IRA) in the following ways:

Knowledge - As a result of the learning experiences in the course, you will become more cognizant of:

- Research on current practices in various education fields

- Various types of research
- The process of research
- Consuming high quality research

Skill - As a result of the learning experiences in the course, you will become better able to:

- Critique a given research article
- Seek high quality research
- Write a literature review about a topic they are interested in
- Articulate the steps to conceptualizing research

Caring - As a result of the learning experiences in the course, you will become more competent in your ability to:

- Make research based decisions that impact student learning

Ethical - As a result of the learning experiences in the course, you will become more competent in your ability to:

- Make beneficial educational decisions based on current and sound research practices
- Demonstrate a commitment to high performance expectations for all students

Reflective Leader - As a result of this learning experience you will become a more reflective educator by:

- Understanding the role of educational research as it relates to the role of the educator and student performance

COURSE OBJECTIVES:

Candidates will:

- Analyze a comprehensive timeline of major historical events in the United States education system. Candidates will be able to make clear connections between this timeline and the backdrop of national and world events.
- Develop a comprehensive understanding of the history of American schooling and the evolving relationship between education and social change.
- Examine the ways that schools have contributed to social change and enhanced the learning of certain social groups over others.

COURSE REQUIREMENTS:

Participant Expectations: The expectation is that, in a three-credit course, participants will undertake between 110 and 120 hours of work including time spent in class.

Candidates will review research about the history, sociology, and politics in the United States education system. They will critique current and commonly accepted articles in the field of education. Candidates will also research topics about educational theory, legislation, and social movements in an effort to gain a greater understanding of major trends in the United States education system.. Toward that end students will complete:

EVALUATION OR GRADING POLICY:

Assignments	Due Date	Value
Discussion Forum Participation	Ongoing	10%
Theorists Research Paper		20%
5 Slides Project		20%
High Stakes Testing/School Accountability paper		10%
Reflection Paper-Education During a Pandemic		10%
Final Project		30%

TECHNOLOGY INITIATIVES:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Teacher candidates will utilize technology in the following ways:

- To complete a number of assignments (As which students will need access to word processing as well as use of the internet to access information surrounding standards and other federal legal information)
- As a research tool to access scientifically based reading research in assessment, programs, instruction and materials.
- As a means of communication primarily through the Blackboard system. Students are encouraged to check these associated accounts approximately 2-3 times per week)
- Learning modules that include videos and narrated PowerPoints and videos to gain knowledge.
- Students become more fluent with the Excel software

Fitchburg State University Library Online Services:

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may

access any of several full-text online databases. Passwords are available to candidates by calling (978) 665-3762. Fitchburg State University candidates may use all Massachusetts State University libraries with their current Fitchburg State University ID.

INSTRUCTIONAL STRATEGIES:

X Lecture/Presentation X Data Collection and Analysis X Discussion/Questioning X Pre-Practicum Laboratory Role Playing/Simulation X Problem Finding/Solving X Independent Learning Discovery Field Trip Interviewing X Computer Application X Collaborative Learning Groups X Viewing and/or Listening X Reflective Response Followed by Discussion X Creating Visual Illustrations of Concepts X Modeling Strategies by Instructor

A module format will be used to present current research, to review topics related to instruction, and to demonstrate instructional and assessment techniques.

Schedule of Classes, Readings, Activities, and Assignments

Session	Reading and/or Activities	Assignments Due
Module 1		Assignments Due
ONLINE	<p style="text-align: center;">The Colonial Period-late 19th Century</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Develop an understanding of the expectations of the course, including technology requirements. ● Introduce themselves to their classmates and begin to make connections with other professionals in the field. ● Students will gain an understanding of the early days of the American education system and the early days of formal schooling. <p>Assigned Readings:</p> <ul style="list-style-type: none"> ● Syllabus ● Revolution to 1830s: New England's First Experiment With Government Schools. 	<p>Due By:</p> <p><u>Discussion Board 1</u></p> <p>Welcome and introductions. Tell us a little bit about yourself and your experiences in education to date. What is one thing that you are hoping to get out of this course?</p>

	<p>From the Text:</p> <ul style="list-style-type: none"> • Chapters 1 & 2 from Urban, Wagoner & Gaither • Chapter 1 from Rury <p>Watch: A Short History of Public School Horace Mann The Purpose of Education</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • United States Department of Education • MA Department of Education • American Education: A Timeline • Education Research Guide • Technology Assistance 	
Module 2		Assignments Due
ONLINE	<p style="text-align: center;">Early 1900's: Social Issues and Policy Changes</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze research by theorists whose research impacts present day educational practices. <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapter 3 from Urban, Wagoner & Gaither • Chapter 2 from Rury <p>Watch: John Dewey's Educational Ideal</p> <p>Additional Resource: APA Style Quick Reference Guide Citation Tools</p>	<p>Due By:</p> <p>Theorists Research Paper</p> <p><u>Discussion Board 2</u> *Discussion post will be taken from chapter readings</p>
Module 3		Assignments Due
ONLINE	<p style="text-align: center;">The Depression Era & Post World War II Education</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the shift in education in the United States during the Depression and Cold War period. • Be able to analyze the impact of Brown vs. Board of Education and struggle for racially integrated schools. • Be able to critique the impact of the implementation of Title IX of the Education Amendments of 1972. <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapters 4 & 5 from Urban, Wagoner & Gaither • Chapter 3 from Rury 	<p>By</p> <p>2-3 page summary due (impact of Brown v. Board or Title IX Amendment of 1972)</p> <p><u>Discussion Board 3</u> What did you choose to write your paper about and why? What impacts do you observe within your own educational experience around the topic that you chose?</p>

	<p>Review:</p> <p>Watch:</p> <p>Additional Resources: IX at 45 Brown vs. Board of Education How the Space Race Impacted Homework in the United States</p>	
Module 4		Assignments Due
ONLINE	<p>Early 2000's-No Child Left Behind: The Impact of High Stakes Testing on Student Outcomes</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast the impact of high stakes testing on students, teachers, schools, and districts. • Understand the role of politics in education reform • Analyze the impact of Race to the Top on state and national education policy <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapters 6 from Urban, Wagoner & Gaither • Chapter 4 from Rury <p>Watch:</p> <ul style="list-style-type: none"> • NCLB: A Brief History <p>Additional Resources NCLB and Socioemotional Outcomes</p>	<p>By</p> <p>*2-3 page paper regarding high stakes testing and school accountability (update rubric)</p> <p><u>Discussion Board 4</u></p> <p>*Discussion post taken from this week's reading.</p>
Module 5		Assignments Due
ONLINE	<p>2010-Present Day: How Politics Impacts Policy</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze the impact of school choice initiatives on public schools. • Compare and contrast how political affiliation can impact federal, state, and local policies that impact schools. <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Chapters 7 from Urban, Wagoner & Gaither • Chapter 5 from Rury <p>Watch:</p> <ul style="list-style-type: none"> • ESSA Explained <p>Additional Resources</p>	<p>By</p> <p>5 Slides Project Compare and contrast how NCLB & ESSA are different and what has remained the same.</p> <p><u>Discussion Board 5</u></p>
Module 6		Assignments Due
ONLINE	<p>Education in the United States During the COVID Pandemic</p>	<p>By</p>

	<p>Students will:</p> <ul style="list-style-type: none"> Analyze how America’s school system responded to a global health emergency. Understand the factors that impact a school district's response to an emergency at the state and federal level. Examine how the pandemic brought various inequities to light within our public school system. <p>Assigned Readings</p> <ul style="list-style-type: none"> Education in a Pandemic <p>Chapters:</p> <p>Watch: COVID and Education</p> <p>Additional Resources</p>	<p>Reflection Paper on assigned reading (2-4 pgs).</p> <p>Discussion Board 6 Students will post a short summary highlighting three key takeaways from their reflection paper. Please comment on at least 2 of your classmates' posts.</p>
Module 7		Assignments Due
ONLINE	<p>Assigned Readings: United States Education on a Global Stage</p> <p>Chapters:</p> <p>Watch:</p> <p>Additional Resources: How Does the United States Differ From Other G-20 Countries Education in the U.S v. Other G-20 Countries</p>	<p>By Final Project</p>

COURSE REQUIREMENTS & ASSIGNMENTS

All work is to be handed in electronically through the Blackboard system prior to the start of class on the date that it is due.

Discussion Boards

Students are asked to participate in ongoing discussion boards throughout the course. These discussion boards are to be graded and meant to serve as a form of communication between colleagues in the class. All communication is expected to be respectful and professional throughout. To receive full credit on a discussion board, students are expected to create an initial response no later than 3 days after the module begins. This response should be approximately 1-2 paragraphs in length, should draw from the readings with appropriate citations when necessary and should cover all main topics addressed in the prompt. Further, the student must respond to at least 2 colleagues prior to the close of the module.

Assignments

Students are asked to complete a number of activities electronically to help understand the content of the course. These must be submitted **in APA format** through the Blackboard system. They must adhere to all

guidelines outlined in the assignment as well as all professional standards.

Research & Reflection Papers

Students are asked to complete an objective analysis of an educational theorist with emphasis on a critique of how that theorist's work applies to today's educational landscape. Papers will be between 3-5 pages in length and done in correct APA citation. You can find the rubric for the assignment and additional details under the Assignments tab in Blackboard.

Final Project

Video recording

MODULE BREAKDOWN

Module 1

This module will provide an overview of how the public education system began in the United States. Through assigned readings, videos, and resources, students will understand the origins of organized education and the philosophy behind the idea of organized school.

Module 2

Students will be tasked with analyzing a well-known theorist and educational philosophy. Following guiding questions, students will discuss where they see their theorists work in present day education. Students will choose one of the following educational theorists:

Maria Montessori
Rudolf Steiner
John Dewey
Friedrich Froebel

Students may choose a different theorist, but the topic will need instructor approval.

Module 3

Students will choose either Brown vs. Board of Education or the Title IX Amendment of 1972. Students will write a 2-3 page summary of their findings and discuss the impact that this landmark legislation continues to have on education today. Consider the following questions:

Module 4

Module 5

10 Slides Project

Module 6

Module 7

The final project for this course will require students to think about how the United States education system compares to other nations on a global stage. Students will be required to record a video presentation where they will compare and contrast the United States education system with that of one other country (students will choose from a list provided by the instructor) and discuss the following guided questions:

- Does this country have private and/or religious schools that can receive public funds?
- Does this country have nationally-mandated exams?
- Does this country have a nationally-mandated curriculum?
- Does this country have a nationally-mandated teacher pay scale?

Students will be expected to create a presentation outlining their research to accompany their video presentation.

Additional guided questions may be added.

COURSE EVALUATION POLICIES AND PROCEDURES:

Your course grade will be calculated as a percentage of total points. You can receive a total of 100 points.

Grading Policy

FSU Grade*	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

*Grades that fall between intervals will be rounded to the higher number.

COURSE POLICIES:

1. Communicating with the Professor

You may contact the instructor via email or by phone when necessary. Every attempt will be made for all emails and phone calls will be returned within a reasonable period. All electronic communication will be made through either the Web4 system or the Blackboard system, so please check each of those frequently (suggested at least twice per week).

2. Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at (978) 665-3427 or (978) 665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment with the staff of Disability Services as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course in order to provide you with appropriate accommodations.

3. Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSU Grade Appeal Policy in your Student Handbook.

4. Policy on Academic Integrity

The faculty in the Education Unit at Fitchburg State University expects that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless otherwise instructed) and all other sources will be cited appropriately. The University Academic Dishonesty Policy, as outlined in the University Catalog, will be strictly enforced.

5. Copyright Policy

You are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or the publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See your Student Handbook for more details.