

**EDUC 630 - History and the Profession of Education**

**Spring Term (April 10 to June 19, 2023)**

**Credits: 3**

**Online**

**Instructor:** Dale Fryxell

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**Office Hours:** By Appointment

**Office Location:** Brogan Hall, Rm 110

**Required Texts:**

Webb, L.D. & Metha, A. (2016). Foundations of American Education (8th edition).

ISBN-13: 978-0134026411 You should be able to purchase the book with an access code for the ebook at the bookstore or you can go to <https://www.vitalsource.com/products/foundations-of-american-education-l-dean-webb-v9780134027524> to purchase access to the ebook through Vitalsource

**Helpful Resources / Supplementary Materials:**

**Resource**

[The OWL - Purdue Online Writing Lab](#)

**Service(s) Provided**

Online resource for writing and citing research using APA formatting.

Smarthinking  
Available in Canvas

Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization, Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure and Word Choice. Also can answer “live questions”

**Course Catalog Description:**

This course covers the general history, standards, and professionalism in education with an overview of the philosophical, legal, current trends in educational theory, and multi-cultural issues in education.

**Mission Statement:**

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

**Marianist Values:**

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

**WASC Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

**Program Learning Outcomes (PLOs):**

Upon completion of the M.A. in Teaching, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.

2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Secondary Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Special Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED students.
4. **Analyze the history, values, commitments, and ethics of the teaching profession within the school community.**
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### **Course Learning Outcomes (CLOs):**

- 1 Discuss the inter-relationship between the history of education, educational leaders, and important political, economic, religious, and intellectual movements. (PLO 1)
- 2 Articulate a clear and reasoned professional identity. (PLO 1)

- 3 Identify the different paradigms of social justice and peace, including the Marianist perspectives, together with their relationship to reform and transformation. (PLO 5)

**Assessment:**

<b>Assignments</b>	<b>Max Points</b>
Chapter Discussion & Response Posts (7 @ 25 pts)	175
Assignment #1 - Educational Theory Comic Strip & Peer Feedback	100
Assignment #2 - History of Education Timeline & Peer Feedback	100
Assignment #3 - Controversial Educational Issue Annotation & Response	100
<b>Total</b>	<b>475</b>

Grading: Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will impact your grade in the course. Letter grades for the course are based on the percentage of points earned

90% - 100% = A

80% - 89% = B

Below 80% = C

Note: Education majors need to earn a grade of “B” or better.

**Chapter Discussion & Response Posts** (10 @ 20 points = 200 Points)

These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the

course rests on the quality of these discussions. Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 200 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.

You are also required to respond to at least two of your classmates by 11:59pm every Sunday. Responses should be a minimum of 100 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

**Assignments** – For each of the three assignments, you should post your activity by Thursday at 11:59pm of the week that it is assigned. You are also required to respond to at least two of your classmates post by 11:59pm on Sunday of that week.

**Assignment 1 - Educational Theory Comic Strip** Comic strips provide a unique opportunity to present complex concepts in a clear and concise manner. In this assignment, you will be writing a comic strip based on one of the theories outlined in chapter four. The comic strip should explain the key ideas of your assigned theory and include your response to those ideas. Be creative! You could choose to literally represent the leading educational proponents who supported these theories and put yourself in conversation with them, or you could create a new situation in which you encounter these ideas and respond to them. Whatever you decide, your comic should include both the factual details about the theory and your feelings (agree or disagree) with the theory.

**Assignment 2 - History of Education Timeline** In this assignment, you will outline some of the key issues, events, and people described in chapters five, six, and seven. The purpose of this assignment is not merely to document events in a linear fashion, but rather to show connections between events, develop an argument for a particular interpretation, or show how an idea has developed over time. Be creative! You could choose to show how opinions on standardized tests have changed over time, how the curriculum has become increasingly diverse, or any other trend you want to display. These ideas should be logical and well-supported by the ideas in the chapter.

**Assignment 3 - Controversial Educational Issue Annotation and Response** Each chapter in the Foundations textbook has a section titled, “Controversial Issues”. For this assignment, you will choose one of those issues to explore in greater detail. You will then identify three peer-

reviewed journal articles on your topic and create an annotated bibliography listing each text. You should write about 200 words for each article.

## **Course Policies**

### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services:**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance:**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or

psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy:**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Student Conduct Policy:**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined

so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Self-Care Information**

Barnett, J. E. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, 2007, Vol. 38, No. 6, 603– 612.

<file:///C:/Users/0034826/Downloads/psychologists%20and%20self%20care.pdf>

Posluns, K. & Gall, T. L. (2019). Dear mental health practioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling* (2020) 42:1–20.

<https://mail.google.com/mail/u/0/#search/Pamela.Silva-Patrinosa%40chaminade.edu/FMfcgxwJXpPjlgLnFJfczJZBWldtFGKr?projector=1&messagePartId=0.2>

## **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

## **ACA 2014 Code of Ethics**

### **Section C: Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### **Writing Standards:**

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

**Class Schedule** (*please follow the calendar below for completing the assignments for this course*)

Week 1 - April 10      Topic: The Teaching Profession

Assigned Readings: Chapters 1 & 2

Discussion 1: Student Introductions Becoming a Teacher Discussion & Response

Week 2 – April 17      Topic: Understanding Educational Philosophy

Assigned Readings: Chapter 3

Discussion 2: Educational Philosophy Discussion & Response

Week 3 – April 24      Topic: Understanding Educational Theory

Assigned Readings: Chapter 4

Assignment 1: Educational Theory Comic Strip and Peer Feedback

Week 4 – May 1      Topic: History of Education

Assigned Readings: Chapter 5 & 6

Discussion 3: History of Education Discussion & Response

Week 5 – May 8 Topic: History of Education

Assigned Readings: Chapter 7

Assignment 2: History of Education Timeline and Feedback

Week 6 – May 15 Topic: Social and Cultural Contexts of Education

Assigned Readings: Chapter 8

Discussion 4: Social Justice Discussion & Response

Week 7 – May 22 Topic: Diversity

Assigned Readings: Chapter 9

Discussion 5: Educational Diversity Discussion & Response

Week 8 – May 29 Topic: At Risk Students

Assigned Readings: Chapter 10

Discussion 6: At Risk Students Discussion & Response

Week 9 – June 5 Topic: Legal, Political and Financial Issues

Assigned Readings: Chapters 11 - 13

Discussion 7: Model Code of Ethics

Week 10 – June 12 Topic: Controversial Educational Issues

Assigned Readings: Chapters 14 & 15

## Assignment 3: Controversial Educational Issue Annotation and Response