

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
 (Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. **X New Course or** \_\_\_\_ **Revision of Existing Course**
2. **Course prefix and number:** EDF 5560
3. **Short title:** Philosophy and History of Education
4. **Long title:** Philosophy and History of Education
5. **Hours per Module:** 3 Class    0 Lab    3 Credit
6. **Terms:** \_\_\_\_ Fall    \_\_\_\_ Spring    \_\_\_\_ Summer    **X On demand**
7. **Initial term:** \_\_\_\_ Fall    \_\_\_\_ Spring    **X Summer**    Year: 2019

**Catalog course description:** This graduate seminar examines and explores the nature and role of public schooling in the United States. Philosophy and history are lenses through which students are led to inspect and reflect on the developing relationship of schooling to other social institutions, different groups of people, and the general process of social change. We also consider philosophical and historical roots of persistent problems in American schooling.

**8. Course attributes:**

General education component: \_\_\_\_\_

\_\_\_\_ Cultural diversity \_\_\_\_ Honors \_\_\_\_ Writing centered    \_\_\_\_ Writing intensive \_\_\_\_ Writing active

**9. Instructional delivery**

**Type of Course:**

**X** Lecture    \_\_\_\_ Lab    \_\_\_\_ Lecture/lab combined    \_\_\_\_ Independent study/research  
 \_\_\_\_ Internship    \_\_\_\_ Performance    \_\_\_\_ Practicum/clinical    \_\_\_\_ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

**X** Face to Face    **X** Online    \_\_\_\_ Study Abroad  
 \_\_\_\_ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

Course(s) to be deleted from the catalog once this course is approved. N/A

**10. Equivalent course(s):** N/A

a. **Are students allowed to take equivalent course(s) for credit?** \_\_\_\_ Yes    **X** No

b. **Prerequisite(s):** None

c. **Can prerequisite be taken concurrently?** \_\_\_\_ Yes    \_\_\_\_ No

d. Minimum grade required for the prerequisite course(s)? \_\_\_\_

e. Use Banner coding to enforce prerequisite course(s)? \_\_\_\_ Yes \_\_\_\_ No

f. Who may waive prerequisite(s)?

\_\_\_\_ No one    ☒ Chair    \_\_\_\_ Instructor    \_\_\_\_ Advisor    \_\_\_\_ Other (specify)

11. Co-requisite(s): \_\_\_\_\_

12. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Graduate students

b. Degrees, colleges, majors, levels, classes which may not take the course: Undergraduate students

13. Repeat status: ☒ May not be repeated    \_\_\_\_ May be repeated once with credit

14. Enter the limit, if any, on hours which may be applied to a major or minor: \_\_\_\_

15. Grading methods: ☒ Standard    \_\_\_\_ CR/NC    \_\_\_\_ Audit    \_\_\_\_ ABC/NC

16. Special grading provisions:

\_\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

\_\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

17. Additional costs to students:

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☒ No \_\_\_\_ Yes, Explain if yes \_\_\_\_\_

18. Community college transfer:

\_\_\_\_ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

\_\_\_ Course is required for the major(s) of \_\_\_\_\_

\_\_\_ Course is required for the minor(s) of \_\_\_\_\_

\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_

X Course is used as an elective

**Rationale for proposal:** Philosophy and History of Education is a course designed to explore the nature and role of public schooling in the United States. Philosophy and history will be used as lenses through which to inspect and reflect on the developing relationship of schooling to other social institutions, to different groups of people, and to the general process of social change. The philosophical and historical roots of persistent problems in American schooling will also be analyzed.

The course emphasizes the development of a system of publicly supported schools in response to historical, cultural, social, economic, political, and intellectual contexts marked by conflict, contestation, and diversity. Reflecting on the problems and issues inherent in that development, particularly as they relate to education today, ought to make us more thoughtful and effective educators and persons. Put differently, the course is designed around the idea that philosophy and history of education have instrumental value for educators, that our professional and personal lives can be informed and improved by an understanding and use of philosophical inquiry in education.

### **1. Justifications for (answer N/A if not applicable)**

Similarity to other courses: This course synthesizes the content from three current courses (EDF 5530, EDF 5535, and EDF 5540), which will be deleted from the catalog upon (a) approval of this course and (b) approval of placement of this course in the “Education Semester Hours” segment of the EIU M.S.Ed. program requirements (and the deletion of EDF 5530, EDF 5535, and EDF 5540 from the same segment).

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

### **2. General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

### **3. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course will be regularly offered as part of the 100% online M.S.Ed. in Curriculum and Instruction degree program. It may also be offered by other M.S.Ed. programs as well.

Instruction: All supplemental materials (PowerPoints, journal articles, textbook ancillaries, etc.) will be provided through D2L. Links to journal articles and web resources related to course material will be provided through D2L. Online discussion will be conducted to explore course content and related topics in greater detail.

Integrity: Papers and projects will be submitted through D2L dropbox function. This system allows instructors to check for originality in submitted written work. The system also allows instructors to track data about when students log into the system.

Interaction: Instructor- student and student-student interaction will be facilitated mainly through discussion boards available in D2L. Further communication will be available via email and telephone. Other messaging or conferencing technologies may be utilized, as necessary and available. Online office hours will be held using D2L and other resources such as email and telephone. Instructors may utilize for example, Google Docs, Google Hangouts, and Google Chat to facilitate communication.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title
2. Catalog description
3. Learning objectives.
4. Course materials.
5. Module outline of content.
6. Assignments and evaluation, including weights for final course grade.
7. Grading scale.
8. Correlation of learning objectives to assignments and evaluation.

**Course Number** EDF 5560

**Title:** Philosophy and History of Education

**Catalog Description:** This graduate seminar examines and explores the nature and role of public schooling in the United States. Philosophy and history are lenses through which students are led to inspect and reflect on the developing relationship of schooling to other social

institutions, different groups of people, and the general process of social change. We also consider philosophical and historical roots of persistent problems in American schooling.

### **Learning Objectives:**

1. Analyze the major philosophic perspectives on their rationale of what should be taught and how it should be learned.
2. Analyze the intellectual, social, and ethical import of different educational proposals, policies, and procedures.
3. Identify and evaluate educational trends and movements influenced by absolutist, relativist, and postmodern schools of thought.
4. Analyze major social and historical forces and /or events that guided the evolution of the American Educational System.
5. Engage comprehensively and frequently in reflective self-evaluation about teachers' professional practices.

### **Course Materials:**

Gutek, G.L. (2014). *Philosophical, Ideological, and Theoretical Perspectives on Education* (2<sup>nd</sup> ed.) New York: Pearson.

Supplemental reading regarding Philosophy and History of Education from selected professional journals that will posted and available through D2L.

### **Module Outline of Course Content:**

	Topic Covered	Reading	Online Course (expected time spent by student)
Module 1	Course overview and Introduction to Philosophy and History of Education	Gutek: Chapter 1	Content review, reading: 75 Minutes Web-based assignments: 150 minutes
Module 2	Idealism and Education	Gutek: Chapter 2	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 3	Realism and Educations	Gutek: Chapter 3	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 4	Pragmatism and Education	Gutek: Chapter 4	Content review, reading: 75 Minutes

			Web-based assignments: 150 Minutes
Module 5	Existentialism and Education	Gutek: Chapter 5	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 6	Postmodernism and Education	Gutek: Chapter 6	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 7	Ideology and education	Gutek; Chapter 7	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 8	Nationalism, American Exceptionalism, Ethno-nationalism Education	Gutek; Chapter 8	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 9	Liberalism and Education	Gutek: Chapter 9	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 10	Conservatism and Education	Gutek: Chapter 10	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 11	Marxism and Education	Gutek; Chapter 11	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 12	Theory and Education Essentialism and Education	Gutek: Chapters 12 & 13	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 13	Perennialism and Education	Gutek: Chapter 14	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 14	Progressivism and Education	Gutek: Chapter 15	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Module 15	Social Reconstructionism and Education Critical Theory and Education	Gutek: Chapters 16 & 17	Content review, reading: 75 Minutes Web-based assignments: 150 Minutes
Finals	Completion and submission of final Paper		150 minutes

### Assignments:

- A. Formal weekly written reading responses/analysis 20% of final grade
- B. Participation in weekly online discussion boards (posing questions and responding to others) 20 % of final grade

C. Biography reports: 15% of final grade

Students will select and read a biography of an important philosophical and/or historical figure in education. They will develop and present an oral report on the salient issues raised and the influence(s), if any, on contemporary public education.

D. My Philosophy of Education 15% of final grade

Based on course readings, activities, discussions, and your own **independent research**, create and describe your philosophy of education. Your philosophy should reflect your understanding and an extension of course content. You should use examples from your own pedagogy to illustrate key aspects of your philosophy.

E. Research and Analysis Paper 20% of final grade

Students will select an important historical event, social movement, or policy and engage in independent research about the event and trace its impact on contemporary public education. They will analyze and discuss the impact of their topic on their professional practice and development.

F. Final Paper 10% of final grade

Formal written analysis and reflection on 3 conceptual ideas from the course. Define, describe, and discuss each to demonstrate your deep understanding of the concepts. Discuss why these ideas are important and how your knowledge of these concepts contribute to your professional development.

**Assignment Weights:**

Formal written reading responses/analysis	20% of final grade
Participation in online discussion boards	20% of final grade
Biography Report	15% of final grade
My Philosophy of Education	15% of final grade
Research and Analysis Paper	20% of final grade
Final Paper	<u>10% of final grade</u>
	100%

**Grading Scale:**

100%-90% =	A
89%-80% =	B
79%-70% =	C
69%-60% =	D
59% and below =	F

### Correlation of Learning Objectives:

- L1 Analyze the major philosophic perspectives on their rationale of what should be taught and how it should be learned.
- L2 Analyze the intellectual, social, and ethical import of different educational proposals, policies, and procedures.
- L3 Identify and evaluate educational trends and movements influenced by absolutist, relativist, and postmodern schools of thought.
- L4 Analyze major social and historical forces and /or events that guided the evolution of the American Educational System.
- L5 Engage comprehensively and frequently in reflective self-evaluation about their professional practices.

#### Assignments

	A	B	C	D	E	F
L1	X	X	X	X		X
L2	X	X	X	X		X
L3	X	X	X	X		X
L4	X	X			X	X
L5	X	X			X	X

### Graduate School Learning Objectives:

- G1 A depth of content knowledge
- G2 Critical Thinking and Problem Solving Skills
- G3 Effective Oral and Written Communication Skills\
- G4 Evidence of advanced scholarship through research and/or creative activity

#### Assignments

	A	B	C	D	E	F
G1	X	X	X	X	X	X
G2	X	X	X	X	X	X
G3	X	X	X	X	X	X
G4					X	X

**Date approved by the department or school: April 2, 2018**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**