Be kind…I am new to online class delivery. This will be my second attempt and there will still be glitches!

Materials – Textbooks, Readings, Supplementary Readings:

No Text will be required…but, the attached Bibliography may be of use.

Course Description:

The course will be a history of schooling in America stressing all levels of education and emphasizing curriculum, teachers, students, big ideas and the problems and challenges facing today’s postsecondary institutions.

HIED 627 is a core course. It offers an in-depth examination of higher education in the United States and serves as the foundation for follow-on courses in this field of study. HIED students must possess a strong working knowledge of the many historical milestones, and the rationale for their establishment, that have made America's colleges and universities unique in the world.

Student Learning Outcomes: At the close of the course the student will be able to…

1. Trace the path of education in the United States with reference to the relationships between educational levels;

2. Note the incorporation of provisions for youth, adults, females, African-Americans, bilingual students and other minorities that the schools have made over the years;

3. Identify the Latin grammar schools and the academies as the forerunners of the modern public high school and cite the contributions of each with respect to finance, control, curriculum, and nature of students and teachers;
4. Associate a number of selected educators and lay persons with the educational ideas and practices with which they have been identified; and

5. Judge the present course of educational directions more correctly.

A Working Bibliography:


Department of Superintendence (1927) *The Junior High School Curriculum*, The Department, New York.

__________, (1928) *The Development of the High School Curriculum*, The Department, New York.


Educational Policies Commission (1944) *Education for all American Youth*, NEA, Washington, D.C.


__________, (1983) "Is Secondary Education Ready for Another Committee of Ten?" *Catalyst for Change*, 13(1):4-8, Fall


Rashdall, Hastings (1936) The Universities of Europe in the Middle Ages, Vols I & II, Oxford University Press, London.


Smith, Mortimer (1949) And Madly Teach, Henry Regnery Co., Chicago.


COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

The course is highly cognitive…and quick (7 weeks)!!! Emphasis will be on the acquisition of factual material important to the growth of educational institutions and directions in this country. I have tried to make the class as close to a live, lecture-based experience as possible. Although students are free to contact one another, study groups are not mandatory and interaction is not a major component of the evaluation process. Content will be delivered via a series of voice-over, PowerPoint presentations that you can access anywhere, anytime…get ahead, not behind.

Grading: based upon a 100 Point model as follows…

50 points…Test: We will try one this semester…not enough time for two (grades will be curved, questions will be short answer – multiple choice and true-false – the exam itself will be timed.

30 points…Term Paper: Write on a topic “somehow relevant” to the history of education (see below). Term Papers may be submitted any time but must be turned in by 8:00 a.m. of the Wednesday prior to graduation. Grades will be determined by the following Rubric…Narration = 15 (presentation, 10; mechanics 5), References = 5, Length = 5, Documentation = 5 (increments of .5).

15 points…PowerPoint Presentation: Must be on a person “somehow relevant” to the history of education. PowerPoint presentations need not be “voiced over” but they should (please!) be posted before week six. Grades will be determined by the following Rubric…Person/content = 8, Color = 2, Style = 2, Format = 2, Action = 1 (increments of .5).

This is the “see below” …given the short amount of time (7 weeks) I would suggest that you combine the Term Paper and the Presentation by writing and presenting about a single person…Benjamin Franklin for example.

5 points…Your instructor’s flawed but fair guestimate of your course involvement: Don’t go overboard for 5 points…this is as close as I get to evaluation of your “interaction.” There will be discussion items for each of the seven modules listed in the Course Outline/Calendar section, but they are mainly provided to give you a focus for study. Similarly, the list of names at the end of this document and the summaries presented at the
end of each module are also intended as “helpful hints” as to what I view as important. And…don’t forget to listen for the hunting horns!

Both the paper topic and the individual presented need to be “okayed” so you don’t all wind up with the same person…email me with your ideas. I will usually permit two persons (though not as a team…these are all individual assignments) to write/present on the same person.

Minimums…
A Term Paper = 8 pages of narration/5 references (start using APA now)
A Presentation = 8 slides including a title slide with your name and a references slide

TECHNOLOGY REQUIREMENTS

This is an online course and lessons will be so delivered…you should have assess to 1) a computer with internet capability (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent to this account, so please be sure to check it regularly. Conversely, you are to email us via your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-886-656-5511.

Course Concerns: Contact me through email (preferred) or leave a message on my office phone…see page one for both.

Other Questions/Concerns: Get in touch with the appropriate department. If you are unable to make contact, questions impacting course enrollment, billing, advising or financial aid may be directed to 903-886-5511 Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is best! Once again… bill.ogden@tamuc.edu
Course Specific Procedures:

Conduct that violates generally accepted standards of academic honesty – which includes but is not limited to plagiarism, cheating on exams or other course assignments, collusion, and abuse of resource material – will not be tolerated. Submission of commercially prepared material is unacceptable… academic work shall be your own and referenced to the correct source. Moreover, students should refrain from providing materials or information to be used improperly to others. Violation of such academic standards may result in removal from the class or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (APA, 5th edition). Students are expected to utilize conventions noted in the Manual for citing sources.

If you need to drop the class please follow University procedures. If you fail to “officially” drop a class…an F must be recorded. An Incomplete (per University policy) may be granted only for circumstances beyond a student’s control. The extension cannot exceed one semester and failure to rectify the situation will result in an F.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

HIED 627 will consist of Seven Online Modules. Each module will include lecture material in the form of a voice-over, PowerPoint presentation. You will need internet access capable of assessing and viewing the indicated presentations.

Module One: Foundations of American Education (antiquity – 1780)
Module Two: Revolutionary Change (1750 – 1850)

Module Three: “The Old Order Changeth…” (1820 – 1890)

Module Four: Educational Reform (1880 – 1920)

Module Five: Curriculum Development and Appraisal (1918 – 1941)

Module Six: The War Years…one hot, one cold (1939 – 1957)

Module Seven: Reaction and Revision (1954 – 1972)

And for those people presentations…some “suggested” persons:

Jacob Abbott  
Alcuin of York  
Thomas Aquinas  
Henry Barnard  
Arthur Bestor  
Franklin Bobbitt  
Jerome Brunner  
Vannevar Bush  
E.W. Butterfield  
John Calvin  
Anthony Caminetti  
Warren Camp  
James Carter  
Stanwood Cobb  
James S. Coleman  
James B. Conant  
Peter Cooper  
George Counts  
John Dewey  
W.E.B. DuBois  
Henry Dunster  
Nathaniel Eaton  
Charles W. Eliot  
Edward Everett  
William Watts Folwell  
Benjamin Franklin  

Henry Frieze  
Robert Gagne'  
Daniel Coit Gilman  
Samuel Hall  
William Rainey Harper  
Josiah Holbrook  
Robert Hutchins  
Thomas Jefferson  
Christopher Jencks  
Arthur Jensen  
David Starr Jordan  
Susah Kingsbury  
Clarence Kingsley  
Malcom Knowles  
Joseph Lancaster  
Alexis Lange  
Philip Lindsley  
Robert Mager  
Horace Mann  
James Marsh  
Maria Montissori  
Johann Heinrich Pestalozzi  
Jean Piaget  
Cyrus Pierce  
Charles Prosser  

Quintillian  
Hyman G Rickover  
Benjamin Rush  
Edward Sheldon  
Benjamin Silliman  
B.F. Skinner  
Mortimer Smith  
William Smith  
David Snedden  
William H. Snyder  
Amos Alonzo Stagg  
Henry Tappan  
Lewis Terman  
E.L. Thorndike  
George Ticknor  
Ralph Tyler  
Charles Van Hise  
Booker T. Washington  
Francis Wayland  
Noah Webster  
Eleazar Wheelock  
Emma Willard  
Elihu Yale  
Jerrold Zacharias  
George Zook  

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