

## **EDF 616 History of American Education**

Credit 3 hours

Prerequisites: Educational Foundations 600

### **Course Description**

The development of American education from the seventeenth to the twentieth century.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

### **Conceptual Framework**

#### **Southeastern Louisiana University College of Education and Human Development Conceptual Framework**

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences, and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS), Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website.

[http://www.selu.edu/acad\\_research/colleges/edu\\_hd/about/conceptual\\_framework/](http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/)

### **Diversity**

Students will be prepared to function in a diverse environment and/or community.

### **Technology**

Students will be prepared to utilize technology in their professional environment or practice.

### **Course Objectives**

1. The student will be able to demonstrate an understanding of the major historical ideas, thoughts, and trends affecting American education. [CK, DV, PS]
2. The student will be able to trace the contributions of certain major educators to American educational thought and programs. [PS, CK, DV]
3. The student will be able to demonstrate an understanding of the complex demands made on American education because of the nature of American society. [PS, CK]
4. The student will gain an appreciation for the role of our diverse cultural heritage in the development of the value system and character of the individual and the obligations of the individual to society within the democratic framework. [PS, CK, DV]

**Methodologies**

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

**Required Text**

Church, Robert L. (1976). Education in the United States. NY: Macmillan.

**Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

Evaluation of student performance will be based upon the quality of the class presentation (communications skills), and the term paper (research skills), along with performance on the final examination.

**Grading scale**

93 - 100 = A

85 - 92 = B

77 - 84 = C

**Unit (COEHD) Assessment**

Artifacts to be designated by the instructor will be placed in the student's Portfolio on Pass-Port, the unit's required electronic portfolio system

As students complete any professional development activities, they are required to enter them into PASS-PORT.

There are no required field experiences.