



### **EDUC 560 Current Trends**

Term: Fall 2019

Time/Location: Arranged

### **Professor Contact Information**

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### **Course Description**

This course is intended to engage the graduate student in critical analysis of current educational trends/issues/problems and their cultural content. Topics vary. (3 hours)

### **Prerequisite Studies**

None

### **Diversity in the Oakland City School of Education**

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

**The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni Course Objectives**

To remain current, to increase student achievement levels, and to thoroughly prepare children for the world in which they will ultimately live and work, schools must continually examine current practices in search of better solutions and needed change. To do so effectively, in-service teachers and administrators must study the most recent trends in education, become aware of and understand new and emerging philosophies and trends in the field of education as well as the content taught. Upon successful completion of this course students should be able to:

1. Increase his or her general knowledge of “hot” education issues, including assessment strategies, teaching strategies in the content area, character education, and other recent developments and determine how a “hot” issue may impact student success.
2. Increase his or her general knowledge of recent educational innovations and alternatives, including (but not limited to) multicultural education, site-based management, ECA's and standardized testing, and differentiated faculty reward systems.

### **Instructional Design**

Students will explore Current Trends in Education through large and small group discussion, reading, writing and editing, and researching.

### **Barger-Richardson Learning Resource Center**

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [www.oak.edu/library/Discover.html](http://www.oak.edu/library/Discover.html) or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit [www.oak.edu/library/Ask.html](http://www.oak.edu/library/Ask.html).

### **Required Course Materials**

The following resources are required in the completion of course learning activities.

### **Textbooks and Readings**

Koonce, Glenn. *Taking Sides Clashing Views of Educational Issues* 18<sup>th</sup> ed. ISBN: 9781259341335

## Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	<b>Title: Basic Theoretical Issues Unit 1</b>	Readings: <ul style="list-style-type: none"> <li>• Koonce: 1.2 and 1.4</li> </ul> Assignment: <ul style="list-style-type: none"> <li>• Read and answer critical thinking and reflection questions for each topic</li> </ul>
2	<b>Title: Current Fundamental Issues Unit 2</b>	Readings: <ol style="list-style-type: none"> <li>1) Koonce: 2.2 and 2.6</li> </ol> Assignment: <p>Read and answer critical thinking and reflection questions for each topic</p>
3	<b>Title: Current Specific Issues Unit 3</b>	Readings: <ol style="list-style-type: none"> <li>1) Koonce: 3.5 and 3.10</li> </ol> Assignment: <p>Read and answer critical thinking and reflection questions for each topic</p>
4	<b>Title: Preview of Current Trend</b>	Readings: <ol style="list-style-type: none"> <li>1) Individual research for assignments on current educational trends</li> </ol> Assignment: <p>Annotated Analysis of current trends</p>
5	<b>Title: Predicting Future Trends</b>	Readings: <ol style="list-style-type: none"> <li>2) Individual research for assignments on future educational predictions</li> </ol> Assignment: <p>Annotated Analysis of future predictions</p>

## Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

### Assignment 1: Case Studies (150 points)

Read the articles and pros/ cons and respond to the critical thinking and reflection for the following topics:

Unit 1

1.2 Should the Curriculum Be Standardized for all?

1.4 Is Constructivism the Best Philosophy of Education:

Unit 2

2.2 Do Public Schools Have Grounds to Punish Students for Their Off-Campus Online Speech?

2.6 Are Local School Boards Obsolete?

Unit 3

3.5 Should Teacher Preparation and Licensing Be Regulated by the Government?

3.10 Does the Four-Day School Week Deserve Another Look?

**Learning Outcome:** Upon successful completion of this learning activities students should be able to analyze the extent to which an organization is change ready; discuss how to create a vision with all stakeholders involved, and how diversity and culture are created in an organization.

### Assignment 2: Annotated Reviews of Selected Scholarly Articles (100 points)

Complete an annotated review of two (2) scholarly articles related to current trends and two (2) scholarly articles related to future predictions in organizational managements (500-750 words each, or 2 to 3 pages). A total of four (4) annotated reviews.

Include in **each** review the following information: (With the exception of the first two, use each of the following bullets as a heading)

- Use a title page
- Begin first narrative page with Reference Citation (Use either footnote or parenthetical style)
- Explanation of article (Key concepts of text)
- Analysis and evaluation of strengths
- Identification, analysis, and evaluation of weaknesses
- How information can contribute to your leadership praxis
- Quotes Placed at end of Review (Minimum of 5 quotes you deem important to remember). **Example of how to format the quotes:**

Aristotle was a major figure in many areas of human thought and knowledge (p. 34).  
(Quotation marks are not needed when reviewing only one source and the page number is put in parentheses)

**Note:** An annotated review is a critical reflection of the reading. It is more than just a simple review or an “I like the article.” You must show reflection, critical thinking, and interaction with the contents of the book.

**Learning Outcome:** Upon successful completion of this learning activities students should be able to Identify and discuss current trends in organizational management

### Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
243-250	A	4.0	Superior
233-242	A-	3.7	Excellent
223-232	B+	3.3	High Average
213-222	B	3.0	Average
203-212	B-	2.7	Low Average
193-202	C+	2.3	Below Average, Counting as Graduate Credit
183-192	C	2.0	Below Average, Counting as Graduate Credit
00-182	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

**Objectives and Outcomes Matrix and Assignment Rubrics****ASSIGNMENT 1: Case Studies (critical thinking and reflection questions) (150 points)**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assessment Scales</b>	<b>Ineffective</b> There is little to no evidence of addressing the Learning Outcome	<b>Improvement Necessary</b> The evidence addresses the Learning Outcome at an acceptable level.	<b>Effective</b> The evidence addresses the Learning Outcomes at a high level.	<b>Highly Effective</b> The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Grade Range:</b>	C	C+ to B-	B to B +	A- to A
<b>Applicable Program, State and Professional Standards</b>				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
<b>Assignment Criteria</b>			<b>Rating</b>	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
<b>General Assignment Requirements</b>				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
<b>Total Points</b>			<b>Final Rating:</b>	

**ASSIGNMENT 2: Trends (Current and Future Predictions) (100 points)**

**Evaluation Rubric**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assessment Scales</b>	<b>Ineffective</b> There is little to no evidence of addressing the Learning Outcome	<b>Improvement Necessary</b> The evidence addresses the Learning Outcome at an acceptable level.	<b>Effective</b> The evidence addresses the Learning Outcomes at a high level.	<b>Highly Effective</b> The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Applicable Program, State and Professional Standards</b>				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills      2 Disposition 3 Knowledge    4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
<b>Assignment Criteria</b>				<b>Rating</b>
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
<b>General Assignment Requirements</b>				
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1				
The candidate took an active part in all discussions and activities. Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2				
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7				
<b>Total Points</b>				<b>Final Rating:</b>

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## Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit [www.oak.edu/campus-life/student-services.php](http://www.oak.edu/campus-life/student-services.php).
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
  - \* Use correct spelling and grammar.
  - \* Some assignments require a specific form or format—use as directed.
  - \* Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
  - \* Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
  - \* Use your name, course number, and assignment name as the file name of a document when submitted electronically.

- \* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

### **Targeted Standards of Course Learning**

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

### **OCU Mission Statement**

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

### **OCU School of Education Mission Statement**

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

### **School of Education – Graduate Programs Conceptual Framework and Objectives**

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

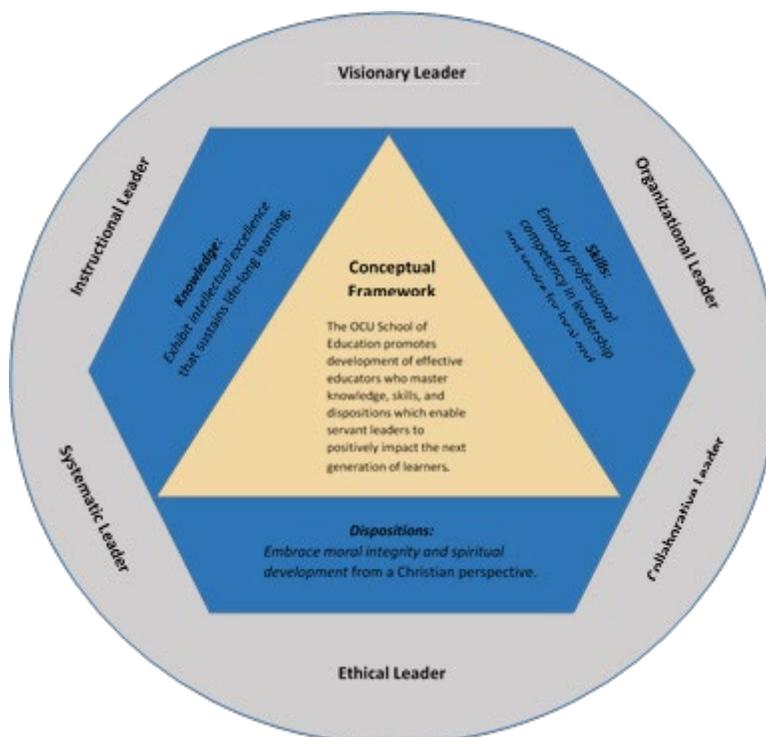
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;

- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.
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### **Conceptual Framework OCU School of Education Advanced Programs**

#### SOE Conceptual Framework Components

1. Skills
  - 1.1 Technological Skills
  - 1.2 Pedagogical proficiency
2. Disposition
  - 2.1 Promotion of ethical and moral values
  - 2.2 Community service through positive leadership
  - 2.3 Lifelong learning and Collaboration
3. Knowledge
  - 3.1 Knowledge of Student
  - 3.2 Knowledge of Content



### Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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