

Course: ED643-N Instructional Issues and Trends in Schools  
Credit: 3 credit hours  
Semester: SPRING 2025 (Session 2)  
Day and Time: Online  
Instructor: Dr. Mary F. Briggs  
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## I. DESCRIPTION

This course presents an exploration and critical analysis of current issues and trends in education, especially those that relate to language, culture, ethnicity, identity, religion, and society and their effects on contemporary education. (Prerequisite: ED610)

*This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. OBJECTIVES:

A. General competencies to be achieved. The student will:

1. Develop and refine a Biblical perspective on current issues and trends in education.
  - a. PLO-1, 2, 3, 4
  - b. Assignments: A.1, A.2, B.1, B.2, B.4, B.5, B.6, B.8
2. Gain relevant and useful information related to current issues and trends in education.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6, B.8
3. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding current issues and trends in education.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8

- B. The objectives of this course serve to prepare students to meet the *Professional Standards for Educational Leaders* as expressed in the following competencies. Specific competencies to be achieved. The student will be able to:
1. “Act with cultural competence and responsiveness in their interactions, decision making, and practice.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-3
    - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6, B.8
  2. “Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-4
    - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6, B.8
  3. “Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-5
    - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8
  4. “Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.”
    - a. PLO-1, 2, 3, 4, 5; PSEL-8
    - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.5, B.6, B.8

### III. MATERIALS

You do not need to purchase a textbook. Reading materials for this course will be available in CANVAS.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> edition)

Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$31.00

### IV. REQUIREMENTS

#### A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

**B. Written Assignments:**

1. **Annotated Bibliography:** Each week after you have completed the assigned reading you will choose one or two articles and complete an Annotated Bibliography Form for the article(s). Use the Annotated Bibliography Form found in CANVAS. The Course Outline in this syllabus as well as the Modules section in CANVAS list the number of Annotated Bibliography forms required for a particular week's assignments.
2. **Class Video Reports:** Online students will complete eight (8) reports. In-class students are also expected to complete reports for any class sessions missed due to absence from class.
3. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
4. **Project:** Choose a unit topic from the textbook. Prepare a PowerPoint presentation explaining a Biblical perspective on your chosen topic. Your presentation should include 8 – 10 slides.
5. **Portfolio:** Create a digital portfolio that accurately represents what you have learned through this course. You can find more details for this assignment in CANVAS.
6. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
7. **Teacher In-service Day:** Plan an In-service Day for the staff at your school or an imaginary school. Your In-service Day should include five (5) session.
8. **Final Exam**

**V. METHODS**

**A. Teaching and Learning**

1. Reading and research
2. Writing
3. Lectures
4. Discussions
5. Projects
6. Portfolio
7. Exam

## B. Grading

### 1. Weight given to assignments:

<b>Assignments:</b>	<b>Points:</b>
Annotated Bibliographies	225 (25 x 9 ABs)
Class Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 reports)
Discussion Questions	100 (20 x 5 questions)
Project	75
Portfolio	150
Reflections	70 (10 x 7 reflections)
Teacher In-Service	200
Final Exam	100
<b>Total:</b>	<b>1000 points</b>

- 2. Late Assignments:** Late assignments may be penalized 10 percent of the grade on that assignment per week.
- 3. Letter / Numerical Grade Scale:** The grading scale listed in the current University Catalog will be used for this course.

## VI. POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

**C. Academic Activity & Participation**

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

**D. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**E. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

**F. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**G. The Clark Academic Center**

**The Clark Academic Center** ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VII. COURSE OUTLINE AND CLASS SCHEDULE:** The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	March 17 <sup>th</sup>	Introduction Religion and Public Education	<i>Due by Midnight on March 23<sup>rd</sup></i> 1. Complete Class Video Report. 2. Complete DQ#1. 3. Complete assigned reading. 4. Complete one AB. 5. Complete Reflection #1.
2	March 24 <sup>th</sup>	School Reform in the 21 <sup>st</sup> Century	<i>Due by Midnight on March 30<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DQ#2. 3. Complete assigned reading. 4. Complete one AB. 5. Complete Reflection #2. 6. Choose a unit for your Project and a topic for your Teacher In-service.
3	March 31 <sup>st</sup>	Educational Equity	<i>Due by Midnight on April 6<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DQ#3. 3. Complete assigned reading. 4. Complete two ABs. 5. Complete Reflection #3.
4	April 7 <sup>th</sup>	Is Literacy the Cornerstone of Participatory Democracy?  Ethics and Community Engagement	<i>Due by Midnight on April 13<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DQ#4. 3. Complete your Project. 4. Complete assigned reading. 5. Complete one AB. 6. Complete Reflection #4.

5	April 14 <sup>th</sup>	Teaching English Language Learners	<p><i>Due by Midnight on April 20<sup>th</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Class Video Report.</li> <li>2. Complete DQ#5.</li> <li>3. Complete assigned reading.</li> <li>4. Complete two ABs.</li> <li>5. Complete Reflection #5.</li> </ol>
6	April 21 <sup>st</sup>	Twenty-First Century Technology Learning and Integration STEM	<p><i>Due by Midnight on April 27<sup>th</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Class Video Report.</li> <li>2. Complete Teacher In-Service.</li> <li>3. Complete assigned reading.</li> <li>4. Complete one AB.</li> <li>5. Complete Reflection #6.</li> </ol>
7	April 28 <sup>th</sup>	Special and Exceptional Education	<p><i>Due by Midnight on May 4<sup>th</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Class Video Report.</li> <li>2. Complete assigned reading.</li> <li>3. Complete one AB.</li> <li>4. Prepare for Final Exam.</li> <li>5. Complete Reflection #7.</li> </ol>
8	May 5 <sup>th</sup>	Identity & Intersectionality in Education Final Exam	<p><i>Due by Midnight on <b>May 9<sup>th</sup></b></i></p> <ol style="list-style-type: none"> <li>1. Complete Class Video Report.</li> <li>2. Complete Final Exam.</li> <li>3. Complete Portfolio.</li> </ol>

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