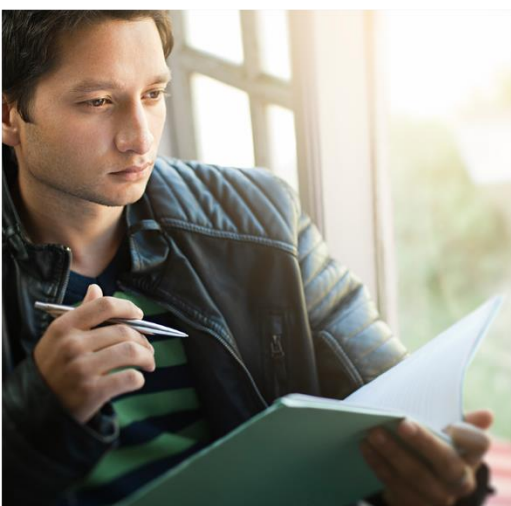
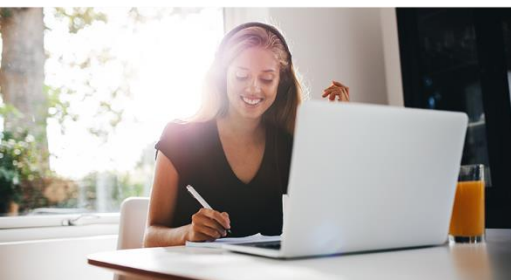
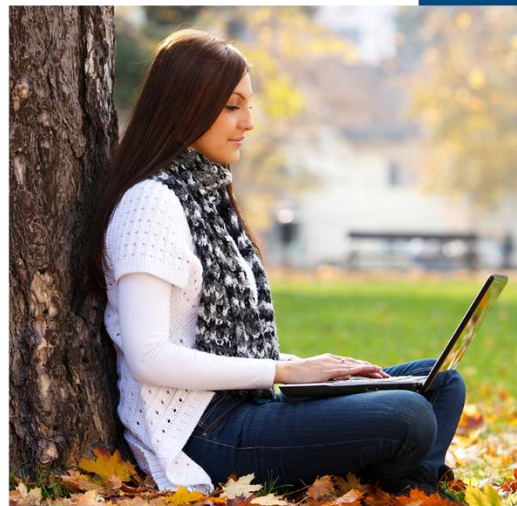
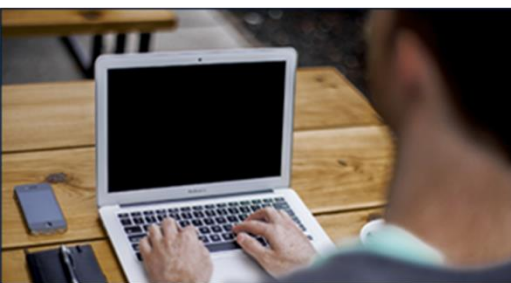
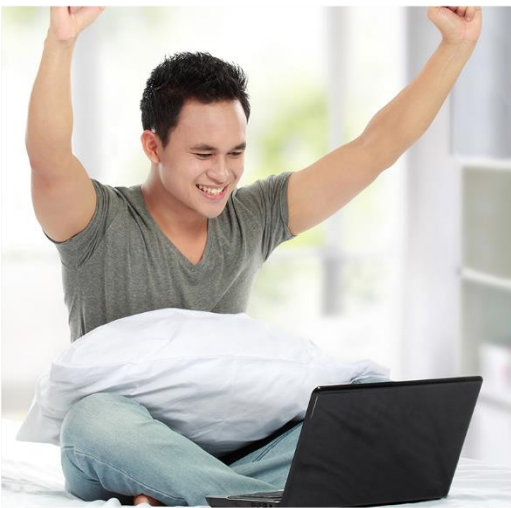




Andrews University
Global Campus

SYLLABUS



**EDTE 467/568 School and Society
Summer 2025**

EDTE 467/568 School and Society

Global Campus

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	onlineexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	onlinestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Descriptions

The study of the political, social and economic issues which influence contemporary American K-12 education is the substance of the School and Society course. In addition, the structure of the Michigan public school system and the Seventh-day Adventist school system are studies.

Note: This class was designed for teachers seeking Michigan Certification. If you are from another state, you will still need to do the Michigan portion, although there is allowance for you to study issues of your state as part of your research. This is the way the class was approved and no exceptions will be made.

Required Text/Material

All readings will be posted online.

Credit Hour and Commitment

This course is offered for 1 semester credit; therefore, it is expected that you will spend 45 total hours on this course. This translates to a steady 3 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

Readings and videos: 0.5 hours

Interactive Discussions: 0.5 hours

Assignments: 1 hour

School Reports: 1

Research Paper: 1 hour

Program Learning Outcomes

School of Education – Conceptual Framework

- I. **Worldview** – addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. (WV)
- II. **Human Growth and Change** - Address the principles of growth, development, and learning and the use of these principles to effect positive change. (HGC)
- III. **Groups, Leadership and Change** – Addresses the principles of group behavior and the use of these principles to effect positive change for individuals and organizations. (GLC)
- IV. **Communication and Technology** – Addresses oral, written, intrapersonal and interpersonal communication as an essence of human behavior, and technology as it enables, supports, and enhances human interaction and learning. (CT).
- V. **Research and evaluation** – Addresses valuing and conduction disciplined inquiry for decision making. (RE)
- VI. **Personal and Professional Growth** – Addresses the commitment to holistic personal and professional growth. (PPG)

Student Learning Outcomes

The candidates will gain basic knowledge of society's influence on schools in the United States under the general structure of the Michigan school system:

The candidate will:

1. Describe the structure of the Michigan K-12 public school system.
2. Discuss selected current social, political, and economic issues that influence K-12 education in Michigan and the United States as a whole.
3. Read posted resources and reflect on the issues presented.
4. Distinguish between the views of those who favor and those who oppose selected educational issues and draw personal conclusions based on research.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety, or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes, are unsure whether you are making the most of your time, or are unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).

- If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.
- Contact 911 for life threatening emergencies.

Additional information and resources are on the [Global Campus Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, assignments, school reports, interactions with the instructor via blogs, and a final research paper. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: [Username Activation](#), if you haven't already. If you need assistance, call or email us: (269) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

School Reports:

In this course, you will write a 2-page summary on two types of schools: Michigan Public School system, and Seventh-day Adventist schools' system. The purpose of this assignment is for you to get a better understanding of the structure of both Michigan Public schools and Seventh-day Adventist school system. See the instructions of how to complete this assignment attached in LearningHub.

Research Paper

You will select an issue in education and write a 5-page research paper. Some examples of topics are: multi-cultural education, home schooling, common core, teacher certification, national curriculum, bilingual education, tracking, achievement gaps, mainstreaming, merit pay, charter schools, testing, sex education, etc. You will need to select a topic and then research that topic. You may use resources posted in this class, but will need to look outside of the class resources for more information. When presenting the information, be sure to include both sides of the argument. You will also include your personal opinion at the end of the paper.

Assignments (4)

In this course, you have four assignments that cover different aspects of the main theme of the course. More details about each assignment are available in LearningHub.

Assignment 1: Hidden Curriculum (25 pts)

Create a list of at least 5 things you learned in school through "hidden curriculum". For each learning, explain what you learned, how you learned it, if you think your teachers were consciously teaching you this thing, and if it has impacted your current life. (As you think about what you have learned, you should also be thinking about what you may be teaching your students!)

Assignment 2: Schooling and Cultural Hegemony (25 pts)

The assignment this week may require you to spend some time researching for your own understanding. If you are not familiar with the term "cultural hegemony", please take some time right now to do a bit of your own research. A Google search is a great place to start. There are also a variety of videos on YouTube that attempt to explain this term. Be sure to examine multiple resources so that you can formulate your own understanding of cultural hegemony.

Once you feel you have an understanding of cultural hegemony, come up with two examples of cultural hegemony within the education system. This can be with your own classroom, or within the system as a whole. Write a 1-page explanation for each of your two examples. In your paper explain the example, how is cultural hegemony, and the connection to education.

Assignment 3: Standards-Based Curriculum (25 pts)

Create a chart in which you list out what you believe to be the pros and cons of standards-based education. Your chart should have at least 10 points in total.

Assignment 4: Comparative Diagram (25 pts)

Create a Venn diagram in which you compare and contrast public and Adventist education based on the knowledge you have gained from your school reports. Canva offers a simple and free way to make and save Venn Diagrams. However, you may use any program you would like. <https://www.canva.com/graphs/venn-diagrams/>

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors. You will participate in 5 discussion boards related to the content of the posted resources.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g., papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g., APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course, you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics

Research Paper Rubric

Criteria Weight x Score	Exemplary 5	Proficient 4	Satisfactory 3	Emerging 2	Unsatisfactory 1
Research 20x5	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic	Information provides balanced and reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis or a significant topic. Not balanced	Information supports a central purpose or argument at times. Analysis is basic or general	Central purpose or argument is not clearly identified. Analysis is vague or not evident.
Reactions/ Reflections 15x5	Thoughtful reflections and personal connections show clear understanding of issues	Thoughtful reflections and personal connections show understanding issue	Reflections and personal connections show understanding of issue, but lack depth.	Reflections and personal connections show limited understanding of issue and lack depth.	Reactions and personal connections are very limited are missing.
Organization and Mechanics 5x5	Meets the length requirement	Meets the length requirement	Meets the length requirement	Meets the length requirement	Length requirements are not met.
	Contains no grammatical errors or spelling mistakes	Contains one or two grammatical errors or spelling mistakes	Contains some grammatical errors or spelling mistakes	Contains several grammatical errors or spelling mistakes	Contains several grammatical or spelling mistakes
	Introduction and conclusion seamlessly tie together all main points	Introduction and conclusion seamlessly tie together all main points	Introduction and conclusion ties together all main points	Introduction and/or conclusion lack unity	Introduction and/or conclusion lack unity or are missing
	All resources cited in correct APA formatting		All resources cited in APA formatting with some errors.		Resources not cited

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	SLO 1-4
1 May 12 – 15	Social Theory	Resource: Social Institutions Resource: Social Institutions: Education, Family and Religion Schooling is Not Education Video: “The People vs. The School System – I Sued the School System”	Discussion #1: Social Theory Due Thursday, May 22, 11:59 pm	SLO 2,3,4
2 May 16 – 22	Hidden Curriculum Types of Curriculum	Video 1: Hidden Curriculum Part I – Norms, Values, and Procedures Video 2: Hidden Curriculum Part II – Sociological Perspectives Hidden Curriculum Definition Types of Curriculum Normal Schools (skim)	Assignment #1: Hidden Curriculum Discussion #2: Factories and Metaphors	SLO 2,3,4
3 May 23 – 29	Equity Equity and Achievement	Gender Equality in Education - PDF Resource: Gender Equality in Education – Global Resource: Inequality at School Resource: Achievement Gap Statistics Education & Socioeconomic Status TEDx Video: Fix Poverty, Fix Education	Discussion #3: Lessons Learned Assignment #2: Schooling and Cultural Hegemony	SLO 2,3,4
4 May 30 – June 5	Michigan Schools	Resource: Michigan Department of Education Resource: Michigan School Law The Basics of School Funding Video: Michigan Department of Education - Top 10 in 10 playlist	Michigan's Schools Report Research Paper: Select Topics	SLO 1,2,3
5 June 6 – 12	Education Standards	Resource: Common Core	Discussion # 4: Common Core Rationale	SLO 3,4
6 June 13 – 19	Standards-Based Education	Video: The Promise of Standards-Based Education Resource: Standards-Based Education	Assignment #3: Standards-Based Curriculum	SLO 3,4
7 June 20 – 26	Adventist Education	Resource: Adventist Education Resource: NAD Education Resource: Story of a Dollar Resource: Use of Tithe	Discussion #5: Religious Education Research Paper: Research Resources	SLO 1,3,4
8 June 27 – July 3	Adventist Education	Resource: Lake Union Conference Education Code PDF	Seventh-Day Adventist Schools Report	SLO 2,3,4
9 July 4 – 10	New Literacies	Resource: Understandings of Literacy Video: Digital Literacy and Why it Matters	Assignment #4: Comparison Diagram	SLO 2,3
10 July 11 – 17	New Literacies	Resource: Digital Media Empowers Youth Resource: Social Media Literacy	Discussion #6: What is Literacy?	SLO 2,3

Week	Lessons	Readings	Assignments	Outcomes Met
11 July 18 – 24	Cultural Literacy	Video 1: “What is Emotional Literacy?” Video 2: Introduction to Cultural Literacy	Discussion #7: Literacy Reflection	SLO 2,3,4
12 July 25 – Aug 1	Research Paper – Final Draft			SLO 1-4

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25%	School Reports (2 x 100 pts each = 200 pts)
25%	Discussion Forums 7 (7 x 25 pts. each = 175 pts)
25%	Assignments (4 x 25 pts each = 100 pts)
25%	Research Paper (200 points)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

Late Submissions

- Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.
- Late work may be accepted until the last day of the class, subject to instructor approval.
- Approved late submissions will incur a 10% deduction of the earned points.
- Acceptance of late work without prior communication is at the instructor's discretion.

Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.
2. Explain your situation and propose a new submission date.
3. Wait for your instructor's response and follow their guidance.

Extenuating Circumstances

- In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.
- Depending on the situation, the instructor may waive late penalties or grant extensions.

Discussion Forums

- The participatory nature of forums requires timely engagement for meaningful interaction.
- Late discussion posts will generally not be accepted.
- In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.
- If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the [Andrews University Disability Accommodation information](#)
2. Download the [Accommodations Request Form here](#). Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University [*Bulletin*](#) are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.