

Syllabus for
PED 203—Foundations and Methods of Education
3 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An introduction to education, acquainting the student with the history, philosophy, profession, procedures, and practices of American education in relation to social, political, religious, and economic factors. Examines significant current issues and biblical principles of teaching. Emphasizes individual and group career planning.

Prerequisites: None.

Corequisite: PED 111 or PED 121

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain an understanding of the requirements expected of the teacher candidate.
- B. Study educational procedures.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing this course, the student will be able to do the following:

- 1. Discuss and explain the current principles and practices in education and be able to relate them to the learner in classroom situations. (IS 9, 5)
- 2. Create in writing a personal philosophy of education while understanding the relationship of traditional and contemporary philosophers of education. (IS 9)
- 3. Discuss the requirements for becoming a professional educator and the planning involved with teaching. (IS 5)
- 4. Summarize what is involved in effective teaching in a school environment. (IS 2, 16)
- 5. Evaluate personal and professional suitability for the teaching field. (IS 1)
- 6. Discuss the awareness of the Oklahoma core curriculum by being introduced to the P.A.S.S. program. (IS 5)
- 7. Demonstrate in writing or orally how career awareness and application of career concepts through the school to work program is beneficial to students. (IS 9)

B. Objectives for Students in Teacher Preparation Programs

The Institutional Standards below are met in this course:

- IS 1: The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
- IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the State teacher evaluation process of relative constituencies.
- IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, the Oklahoma Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal, and career development.
- IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
McNergney, R. F., & McNergney, J. M. (2009). *Education: The practice and profession of teaching*. Boston: Printice Hall. ISBN 9780205608171.
- 2. Other
None

B. Optional Materials

- 1. Textbooks
None
- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

| Number of days the class meets per week | Number of absences not resulting in a penalty | 5% final grade reduction will be applied beginning with absence number |
|---|---|--|
| 3 | 3 | 4 |
| 2 | 2 | 3 |
| 1 | 1 | 2 |

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
9. Incompletes—As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Performance on written examinations, other written assignments, participation in classroom discussion, and participation in group research and report project are utilized in determining student's grade.
 - b. Information concerning due dates and grading scale will be distributed in class by the instructor.
 - c. Midterm Exam
Philosophy of Education paper
Group Project
Final Exam
 - d. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%
2. ePortfolio Requirements
Required/Recommended ePortfolio items include the following:
 - a. Agreement Form
 - b. A personal philosophy of education paper
 - c. Field Experience Contextual Information Sheet
 - d. Final Teacher Evaluation
 - e. Final Self-Evaluation
 - f. Self-Disposition Evaluation #1
3. Other Policies and/or Procedures
 - a. The School of Education Policy Statement is posted on the bulletin board outside the Education Office.
 - b. Course Requirements:
The student is responsible for the following:
 - (1) completing all reading assignments
 - (2) attending all regular class meetings and examination periods
 - (3) completing all special assignments and presenting them in class on due dates
 - (4) making worthwhile contributions in class discussions

VI. COURSE CALENDAR

| Week | Topic(s) | Chapter |
|-------------|--|----------------|
| 1 | Christian Worldview | 6 |
| 2 | Philosophy of Education: Part 1 | 6 |
| 3 | Biblical Principles of Teaching | 6 |
| 4 | Philosophy of Education: Part 2 | 6 |
| 5 | Exam | |
| 6 | Historical Roots of Ed. (1600-1865) | 4 |
| 7 | Historical Roots of Ed. (1865-Present) | 5 |
| 8 | Calling and Profession of Teaching | 1 |
| 9 | School Law | 5 |
| 10 | Curriculum and Instruction | 10 |
| 11 | School Governance | 8 |
| 12 | Social Issues and Schools | 7 |
| 13 | Influences of Diversity | 3 |
| 14 | Group Projects | |
| 15 | Group Projects | |
| 16 | Final Exam | |

Course Inventory for ORU's Student Learning Outcomes
PED 203—Foundations and Methods of Education
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities | | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|---|--------------------------|-----------------------|----------------------|-----------------|
| 1 | Outcome #1 – Spiritually Alive Proficiencies/Capacities | | | | |
| 1A | Biblical knowledge | | | X | |
| 1B | Sensitivity to the Holy Spirit | | X | | |
| 1C | Evangelistic capability | | | X | |
| 1D | Ethical behavior | X | | | |
| 2 | Outcome #2 – Intellectually Alert Proficiencies/Capacities | | | | |
| 2A | Critical thinking | X | | | |
| 2B | Information literacy | | | X | |
| 2C | Global & historical perspectives | | X | | |
| 2D | Aesthetic appreciation | | X | | |
| 2E | Intellectual creativity | | X | | |
| 3 | Outcome #3 – Physically Disciplined Proficiencies/Capacities | | | | |
| 3A | Healthy lifestyle | | | | X |
| 3B | Physically disciplined lifestyle | | | | X |
| 4 | Outcome #4 – Socially Adept Proficiencies/Capacities | | | | |
| 4A | Communication skills | | X | | |
| 4B | Interpersonal skills | | | X | |
| 4C | Appreciation of cultural & linguistic differences | | | X | |
| 4D | Responsible citizenship | | | X | |
| 4E | Leadership capacity | X | | | |