

Syllabus for  
**GADM 882—Holy Spirit in Education**  
2 Credit Hours  
Fall Module  
September 4-7, 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 inquiry into and an examination of Spirit-directed education. The role of the Holy Spirit in education is viewed from both a historical and a current perspective. Studies the application of the person, function, and gifts of the Holy Spirit in education and the Christian distinctives of the educational process, along with the roles that the Church, schools, colleges, and universities play in the learning processes.

Being in design and in harmony with the ORU Statement of Founding Purpose, the professor provides a spiritual context, the Charismatic Christian Worldview, and Image of Man as the frame of reference for understanding the historical framework for the Holy Spirit in education.

**II. COURSE GOALS**

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

- A. Achieve an expanded education foundation and Christian worldview of education.
- B. Develop a personal sense of vision and philosophy.
- C. Develop strategies, tactics, and personal study that will lead him or her into a deeper understanding of the Holy Spirit.
- D. Become productive with a positive life empowered by the Holy Spirit.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

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

- A. Analyze and account for the movement of the Holy Spirit in education.
- B. Recount the development and meaning of Pentecostal/charismatic developments in higher education.
- C. Define the major roles of the Holy Spirit in shaping American intellectual life as reflected in education and philosophy.
- D. Discuss how the Holy Spirit is reflected in the American educational experience.

- E. Compare and contrast current and historical movements of the Holy Spirit in education.
- F. Discuss a charismatic Christian worldview.
- G. Utilize Spirit-directed education to change and enhance missions and global education.
- H. Note the relation of the gifts of the Holy Spirit in education.
- I. Distinguish and discuss the difference between the nine-fold manifestations of the gifts and God-given natural talents to education.
- J. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
The Holy Bible
  - 2. Other  
None
- B. Optional Materials
  - Textbooks  
Synan, V. (2001). *The century of the Holy Spirit*. Nashville, TN: Thomas Nelson.  
ISBN 9780785245506
  - 1.
  - 2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 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 Department Policies and Procedures
  - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
  - 2. Assessment Requirements  
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  - 3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  - 4. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained.

Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and/or Procedures

1. Evaluation Procedures

a. Grading:

Precourse Written Assignment 100 points

Class Participation 200 points

Final Written Examination 400 points

Postcourse Project 300 points

b. Grading scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=below 60%

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

a. Course requirements:

(1) Each student is required to read the textbooks before attending the class lectures. (See *IV. TEXTBOOKS.*)

(2) Students are required to do an extensive pre-class assignment based upon the readings for the course. The pre-class assignment is due the first day of the lectures. (See *3.b. PREASSIGNMENT.*)

(3) A post-class project is also required, which requires the student to write a paper synthesizing his or her understanding of Holy Spirit-directed education.

b. **Preassignment:**

(1) Read all assigned text materials and be prepared to discuss the text's primary concepts in class.

(2) Develop and support a statement summarizing your belief on the role of the Holy Spirit in defining the overall vision of education in general. Then develop a similar summary specifically for one of the following:

(a) Public K-12 education

(b) Christian K-12 education

(c) Postsecondary education

This two-part summary should consist of three or four typed pages total.

(3) Give a brief one-page description of how your relationship with Christ and the Holy Spirit has shaped your professional ethical standards and conduct.

c. **Postassignment:**

The details of the postassignment will be given in class.

VI. COURSE CALENDAR

- A. Preassignments must be completed before the first day of modular class.
- B. Postassignment due date will be announced the first day of modular class.

**Course Inventory for ORU's Student Learning Outcomes**  
**GADM 882—Holy Spirit in Education**  
**Fall Module**  
**September 4-7, 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 the outcomes & proficiencies/capacities.

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

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 3, 4, 7, and 9.