Syllabus for
GPED 503—History and Philosophy of Education
3 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 School 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

Overview of various philosophies of education with emphasis on the implications of their presuppositions on educational theory and practice. Includes an analysis of educational problems and issues in education using the tools of history and philosophy of education and the implications on educational theory and practice in an institution.
Prerequisites: None.

II. COURSE GOALS

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

A. Give a brief overview of the history of education with emphasis on the development of education and schooling in the United States.

B. Help the candidate understand the role and position of a biblically based education.

C. Examine worldviews and philosophies that have influenced educational theory and practice.

D. Examine biblical foundations relevant to the nature and mission of Christian education.

E. Assist candidates in obtaining the knowledge base and skills related to developing their own biblically based philosophy of education.

F. Assist the candidate in possessing the knowledge and ability to promote student success through integrity, fairness, and ethical behavior.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

A. Identify and discuss major movements, trends, and educational leaders involved in the development of Western education.

B. Identify the philosophic patterns and thoughts of historical periods.

C. Define the relationship between philosophy and education.

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D. Define and describe the key components of philosophy: metaphysics, epistemology, axiology, and logic.

E. Explain the philosophical positions and name the key advocates of the following: Idealism, Realism, Thomism, Perennialism, Essentialism, Pragmatism, Progressivism, Reconstructionism, Existentialism, and Postmodernism.

F. Discuss the foundations of philosophy such as (1) the nature of the learner, (2) the nature of learning, (3) the role of the teacher, (4) the purposes of schooling, and (5) what should be taught.

G. Discuss the biblical base of Christian education and cite scriptural references to support a philosophy of Christian education.

H. Discover and identify biblical principles to integrate faith and learning.

I. Determine the basic elements in developing a written philosophy of education.

J. Evaluate critically and constructively the philosophical foundation of present systems of education.

K. Enter into a professional dialogue regarding current educational issues by reflecting upon their philosophical premise.

L. Conduct research in educational literature in order to identify and analyze current trends in education.

M. Demonstrate and articulate his or her own philosophy of education.

N. Develop the ability to examine personal and professional values that reflect a code of ethics.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Gutek, G. L. (1995). *A history of the western educational experience* (2nd ed.). Prospect Heights, IL: Waveland Press. ISBN 9780881338188

Gutek, G. L. (1997). *Philosophical and ideological perspectives on education* (2nd ed.). Boston: Allyn and Bacon. ISBN 9780205261062

Braley, J., Layman, J., & White, R. (Eds.). (2003). *Foundations of Christian school education*. Colorado Springs, CO: ACSI. ISBN 97815833105955

2. Other

None

B. Optional Materials

1. Gutek, G. L. (1983). *Education and schooling in America*. Englewood Cliffs, NJ: Prentice-Hall. ISBN 9780205132034

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Gutek, G. L. (1988). *Philosophical and ideological perspectives on education*. Englewood Cliffs, NJ: Prentice-Hall, Inc. ISBN 978025261062

Ham, K., & Taylor, P. (1988). *The genesis solution*. Grand Rapids, MI: Baker Book House. ISBN 9780801043321

Hoffecker, W. A., & Smith, G. S. (1986). *Building a Christian worldview: God, man, and knowledge* (Vol. 1). Philipsburg, NJ: Presbyterian and Reformed. ISBN 9781596380608

Hoffecker, W. A., & Smith, G. S. (1988). *Building a Christian worldview: The universe, society, and ethics* (Vol. 2). Phillipsburg, NJ: Presbyterian and Reformed. ISBN 9780875522814

Noebel, D. (1995). *Understanding the times* (abridged ed.). Colorado Springs, CO: Association of Christian Schools International and Summit Ministries. ISBN 9781565072688

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.

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B. School 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 process.
2. Assessment Requirements
   Course specific artifacts are submitted to 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,* 6th 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 America Psychological Association,* 6th 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 Procedures

1. Evaluation Procedures

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a. The final grade will be based on a composite assessment of the following:

Class attendance and presentations	200 points
Final philosophical position paper	400 points
Final examination	400 points
Total	1000 points

b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%

c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

d. There will be a written comprehensive examination consisting of four short-essay questions. Students will be expected to write coherent answers to the questions by using information presented in class and found through research. Answers should include citations and reflect the knowledge base gained during the course of study. Students will demonstrate that they have analyzed and synthesized the material presented in class, as well as used information gathered from the required textbooks, research, and outside reading.

2. Whole Person Assessment Requirements

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

3. Other Policies and/or Procedures

a. 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 submitting them on due dates.
   (4) Making positive contributions during class discussions.

b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

c. Preassignment

Preinstitute Assignment is due on the first day of class. Students will read the assigned texts in order to be prepared for discussion. See the Course Calendar on p. 7 of this syllabus for topics to be discussed in class.

d. Postassignment
   (1) Each student will write a final philosophical position paper articulating his or her own philosophy of education. This paper should include answers to the five major educational philosophy questions and compare and contrast the student's position to those of other philosophies of education. The final paper will be at least eight pages long, not including the title page or the reference pages, and will meet APA formatting specifications.

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Artifacts identified by the professor (Dr. Tim Norton), along with appropriate evaluation, must become a part of the graduate student's ePortfolio required for graduation. Artifacts produced in this course will address ELCC Standard 5. Specific instructions for this artifact will be described in an addendum to the syllabus. This addendum will be given out in class.

(2) Due date for the postassignment will be announced in class. Papers must be sent by email to tnorton@oru.edu .

(3) If the project is submitted one day late, there will be a 10% grade penalty.

(4) If the project is submitted two days late, there will be a 20% grade penalty.

(5) If the project is submitted three days late, the student will FAIL THE COURSE.

(6) **Be sure you send your postassignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

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VI. COURSE CALENDAR

Session	Topic
1	Introduction and overview of the course Introduction to educational philosophies What is the nature of the learner? Ontology— Metaphysics—What exists or what is real Overview of the history of the development of education
2	The nature of the learner and the nature of learning The role of the teacher and teaching methods—Ontology History and developments in American education What is the role of the teacher?
3	What should the school teach? Epistemology—How do we determine what is to be taught? What is the purpose of the schooling—Axiology What is of value? Current thought on American education Reinforcing and articulating a philosophy of Christian education
4	Review: The nature of the leaner, the nature of learning, the role of the teacher, and the purpose of schooling Oral defense of philosophical positions "But sanctify the Lord God in your hearts, and always be ready to give defense to everyone who asks you a reason for the hope that is in you . . ." (1 Peter 3:15, NKJV). Final Exam

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Course Inventory for ORU's Student Learning Outcomes
GPED 503—History and Philosophy of Education
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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**			

This course specifically addressed the ORU College of Education Institutional Standards: 1, 3, 4, 5, 8, 10, 13, 16.

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