

Syllabus for
GCSE 725 Bible School Foundations
3 Credit Hours
Spring Modular
February 12-15, 2014

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

This course addresses administrative and educational issues in establishing a Bible Institute in the United States or abroad. Examines various models for Bible Institutes, financial/legal concerns, and principles of postsecondary teaching and assessment. Prerequisite: Graduate student standing.

II. COURSE GOALS

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

- A. Examine the various models of Bible Institutes in terms of their purpose, structure, and curriculum.
- B. Explore the steps in establishing a new Bible Institute.
- C. Study the legal issues related to establishing a new Bible Institute.
- D. Review foundations of educational theory and practice, as well as principles of teaching and assessment in a postsecondary setting.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon completion of this course, the student will be able to do the following:

- A. Describe several models for Bible Institutes, including instructional settings in the New Testament
- B. Articulate a purpose statement for a Bible Institute based upon an analysis of need, context, and calling
- C. Adopt or adapt a model for a Bible Institute based upon the purpose
- D. Describe the decision process in each step of establishing a Bible Institute
- E. Explain the legal requirements for establishing a Bible Institute in a given locale

- F. Explain the financial and record-keeping requirements for establishing a Bible Institute in a given locale
- G. Apply principles and practices in effective instruction and relate them to the learner in postsecondary classroom situations
- H. Use appropriate strategies for assessment in the postsecondary classroom.
- I. Describe the College of Education “Conceptual Model” and discuss the integration of a Biblical foundation and Christian Worldview as related to a whole person education.

IV. TEXTBOOKS

A. Required Textbooks

- 1. Textbooks
None.
- 2. Other
Readings from handouts and online sources as assigned. Upon receipt of this syllabus, email the instructor at hhullinger@oru.edu for online resources.

B. Optional Materials

- 1. Textbooks
Davis, B. G. (2003). *Tools for Teaching*. San Francisco: Jossey-Bass (2nd ed.). ISBN 9780787965679
- 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.
- 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 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 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. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written to 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 American Psychological Association, 6th edition*.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. The final grade will be based on a composite assessment of the following:
 - 1) Pre-Assignment
 - 2) Post-Assignment
 - 3) Final Examination
2. 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.)
3. 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.
4. Other Policies and/or Procedures
Assignments
 - a. Since this is a four-day module class, students will be expected to attend all class sessions, be on time, and remain for the complete class time.
 - b. **Pre-Assignments:** Students are required to read the text and online resources designated by the instructor, and be prepared for discussions relevant to their contents.
 - c. **Post-Module Assignment:** Students will outline a plan for establishing a Bible Institute. Details will be given during the first class session.

The Post-assignment must be emailed by the due date announced in class. If emailed one day late, one full letter grade will be deducted. If emailed two days late, two full letter grades will be deducted. **NOT ACCEPTED IF MORE THAN TWO DAYS LATE. eMail your post-assignment to hhullinger@oru.edu. 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 post-assignment.**

VI. COURSE CALENDAR

Day	Topic and Assignments
1	Introduction and overview of the course Historical perspective on Bible Institutes Models of Bible Institutes Fundamentals of teaching and learning
2	Assessing the need for a Bible Institute Choosing a Bible Institute model. Educational theories and issues.
3	Steps in establishing a Bible Institute. Effective teaching.
4	Bible Institute issues: legal, financial, accreditation Program Evaluation Educational assessment Final Exam

Course Inventory for ORU's Student Learning Outcomes
GCSE 725—Bible School Foundation
February 12-15, 2014

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 addresses the ORU College of Education Institutional Standards:

1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16