

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 604

FOUNDATIONS OF EDUCATION

COURSE DESCRIPTION

This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

RATIONALE

This course is one of the first you will take in the Educational Specialist Degree (Ed.S.). This is a course of our Western cultural and educational identity; a course of past heroes of education and the reasons they found a spot in this great country's collective remembrance.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- D. TV and DVD player

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the teacher candidate will be able to:

- A. Analyze the history of education from various cultural perspectives.
- B. Apply a biblical worldview to learning theories and educational developments.
- C. Discuss how educational theories and practices serve each other in historical contexts.
- D. Compare public, private, Christian, and home schools and their socio-cultural contexts.
- E. Critique various interruptions of the history of education.
- F. Discuss the ultimate moral purpose and proposed nature of education.

- G. Discuss national mandates and how they impacted education and society.
- H. Describe change and stability in education and society.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (7)

This course will have 7 Discussion Board forums. For each forum, students will provide an original thread presenting a thought-provoking question for the rest of the class. Two replies for each forum are also required. Replies should go beyond simple agreement, but by extending discussion of the topic. Threads should be 200 words and each reply should be 100 words in length.

- C. Class Introductions

During the first week of the course, students will introduce themselves to the class. Detailed information on what to include in the introduction is presented in Blackboard.

- D. Character Profiles

Students will complete two Character Profiles. Lists of historical figures will be posted in Blackboard to choose from. Selections will be posted in the Discussion Board to avoid duplication. A template is provided to complete the assignment. Character Profile 1 is due Module/Week 3 and Character Profile 2 is due Module/Week 8.

- E. Barton DVD

While viewing the Barton DVD, students will complete a template provided in Blackboard. The template allows the students to take notes during the DVD. This assignment is due Module/Week 4.

- F. Analysis of an Ideologue

During Module/Week 1, students will be assigned an Ideologue to research. Assigned Ideologues will be found using the Group Discussion Board tool. Participation in the forum, and submitting the template provided will all be included as part of the grade for this assignment. The template will be submitted to the class' Discussion Board and reviewed with other classmates. This assignment is due Module/Week 4.

- G. Educational Philosophy Paper

Students will compose a 6-page paper on their personal educational philosophy. The paper will relate those beliefs to the content of the course. The instructions posted within Blackboard identify the specific expectations for the paper. APA format is expected for this assignment. The Educational Philosophy Paper is due Module/Week 6.

H. Comparative Education Project

Similar to the Analysis of an Ideologue assignment, the instructor will assign students to a group containing a country in which to focus on. A template is provided for the student to complete. Participation in the group forum by sharing ideas and research is required. A 10-slide PowerPoint presentation, a “Who’s Who” list, and an Annotated Bibliography are the activities to be completed for the project. The assignment will be submitted through the Discussion Board tool for the students to discuss with their classmates. The Comparative Education Project is due Module/Week 7.

I. Quizzes

Five open-book, open-note quizzes are assigned during this course. Each quiz will contain 20 questions. Students will have 2 hours and 45 minutes to successfully complete the quiz.

J. Final Exam

The Final Exam will cover all the material reviewed during the course. There will be two essay questions and 20 multiple-choice, or true/false questions. Students will have 2 hours and 45 minutes to complete the Final Exam successfully. The exam does permit the use of the textbooks or notes.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (7 at 20 pts ea)	140
Class Introductions	10
Character Profile Selections (2 at 5 pts ea)	10
Character Profile (2 at 50 pts ea)	100
Barton DVD	100
Analysis of an Ideologue	100
Educational Philosophy Paper	200
Comparative Education Project	140
Quizzes (5 at 20 pts ea)	100
Final Exam	100
Total	1000

B. Scale

A = 960–1000	A- = 940-959	B+ = 920-939	B = 890-919	B- = 870–889
C+ = 850–869	C = 820-849	C- = 800-819	D+ = 780–799	D = 750-799
D- = 730-749	F = 729 and below			

C. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor, and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation of extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 604

Textbooks: Barton, *Four Centuries of American Education* [DVD] (2004).
Gutek, *A History of Western Educational Experience* (1995).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Gutek: chs. 10 & 11 1 presentation	Course Requirements Checklist	0
		Class Introductions	10
		DB Forum 1	20
		Character Profile Selection 1	5
		Quiz 1	20
2	Gutek: chs. 12 & 13	DB Forum 2	20
		Quiz 2	20
3	Gutek: chs. 21 & 22 5 presentations	DB Forum 3	20
		Character Profile 1	50
		Quiz 3	20
4	Gutek: chs. 14–16	Barton DVD	100
		Analysis of an Ideologue	100
		Character Profile Selection 2	5
5	Gutek: chs. 2–4 1 presentation	DB Forum 4	20
		Quiz 4	20
6	Gutek: chs. 5 & 6 1 presentation	DB Forum 5	20
		Educational Philosophy Paper	200
		Quiz 5	20
7	Gutek: chs. 17–20	DB Forum 6	20
		Comparative Education Project	140
8	Gutek: chs. 7–9	DB Forum 7	20
		Character Profile 2	50
		Final Exam	100
TOTAL			1000

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.