

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 703

THEORIES OF HISTORICAL AND SOCIAL FOUNDATIONS OF EDUCATION

COURSE DESCRIPTION

Advanced study covering the historical and philosophical principles and theories that have shaped education on a global basis.

RATIONALE

In order for professional educators to effectively plan for and implement efficient instruction in an educational setting, they must have a firm foundational understanding of what is known about learning, teaching, and schools as situated in philosophical thought (and the historical foundations of these philosophical ideas). Attention is given to discerning biblical truth among diverse worldviews. This course seeks to illuminate these ideas and their practical understanding in the application of education.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) 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. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASUREABLE LEARNING OUTCOMES

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

- A. Demonstrate knowledge of the ideas and concepts that arise in the context of education from the earliest recorded educational thinkers (Confucius, Plato, Aristotle) through the twenty-first century.
- B. Discuss the personal relevance of the various thinkers and theories.
- C. Analyze philosophies of education in light of biblical truth and one's own educational philosophy.

- D. Construct a bibliography of relevant peer-reviewed literature on a particular philosophical concept, issue, or theory of education.
- E. Develop a critical analysis of current educational theorists, analyzing their philosophical beliefs about education in the context of the known theories and thinkers studied in the course.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (4)
Discussion boards are collaborative learning experiences. Each forum will be completed in 2 parts: a thread addressing the instructor's prompt and 2 replies to other classmates' threads. All writing must comply with current APA format, including in-text citations and references. The final forum requires creation of a brief video presentation. See specific directions for each forum. (MLO: A, B)
- D. Historical Era Analysis
Two historical eras will be compared based on the prevailing educational philosophies of the time. Each era will also be analyzed from a biblical worldview perspective integrating current course materials.
- E. Annotated Bibliography
The annotated bibliography will summarize and analyze six peer-reviewed journal articles. A synthesis of the articles and a preliminary thesis statement will serve as preparation for the final Philosophical Model Analysis assignment. (MLO: D)
- F. Philosophical Model Analysis
From historical examples presented in the current course, the candidate will propose a model of education, compare it with at least one other model, and analyze it through a personal philosophy of education. The analysis will address issues of metaphysics, epistemology, and practical implementation. (MLO: C)
- G. Dispositions Assignment
Using the template in Blackboard, the candidate will write a brief response to each of the School of Education SCRIP dispositions (Social responsibility, Commitment, Reflective practice, Integrity, and Professionalism). Responses will integrate historical examples of the dispositions from course content and from current personal displays of the disposition.

H. Plagiarism Awareness Quiz

The candidate will review the Liberty University Academic Honesty Policy and the current APA Manual's plagiarism policy in order to ensure understanding of plagiarism. The candidate will acknowledge an understanding of plagiarism and the consequences of plagiarism in the dissertation process.

I. Faith, Freedom, and Public Schools Quizzes (4)

The candidate will take 4 quizzes throughout the duration of the course, each corresponding to the Faith, Freedom, and Public Schools online modules. Each quiz will be open-book/open-notes, contain 10 multiple-choice and true/false questions, and have a 20-minute time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Plagiarism Awareness Quiz	10
Faith, Freedom, and Public Schools Quizzes (4 at 20 pts each)	80
Discussion Board Forums (4 at 55 pts each)	220
Historical Era Analysis	200
Annotated Bibliography	200
Philosophy Analysis	250
Dispositions Self-Assessment	40
Total	1,010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
 D- = 760–779 F = 0–759

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 703

Materials: Gateways to Better Education, *Faith, Freedom, & Public Schools* [online].
Gutek, *Historical and Philosophical Foundations of Education* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Gutek: individually assigned chapter. 1 presentation 7 websites	Course Requirements Checklist Advising Guide Acknowledgement Class Introduction DB Forum 1 Initial Post Plagiarism Awareness Quiz Faith, Freedom, & Public Schools Quiz 1	10 0 0 0 10 20
2	Gutek: individually assigned part. 1 presentation 7 websites	DB Forum 1 Replies Faith, Freedom, & Public Schools Quiz 2	55 20
3	Gutek: chs. 6–9 4 presentations	DB Forum 2 Initial Post Historical Era Analysis	0 200
4	Gutek: chs. 10–13 1 presentation 1 website	DB Forum 2 Replies Faith, Freedom, & Public Schools Quiz 3	55 20
5	Gutek: chs. 14–18 1 presentation	DB Forum 3 Initial Post Annotated Bibliography	0 200
6	Gutek: chs. 19–22 1 presentation 1 website	DB Forum 3 Replies Faith, Freedom, & Public Schools Quiz 4	55 20
7	1 presentation	DB Forum 4 Initial Post / Video Creation Philosophical Model Analysis	0 250
8	Gutek: chs. 23–25	DB Forum 4 Replies SCRIP Dispositions Assignment	55 40
TOTAL			1010

DB = Discussion Board

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