

## Course Syllabus for Summer 2023

### EDCI 535 Philosophy of Christian Education

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**Office Location:** Online Campus, Art Annex, SAU  
**Virtual Meetings:** <https://southern.zoom.us/j/91390407337>  
**Office Hours:** Available upon request

#### I. Course Description

This course examines philosophical foundations that have influenced education. Secular philosophies are examined through a biblical worldview. Students develop their own informed philosophy of education.

#### II. Required Reading

**An Introduction in Christian Perspective**

Author: George Knight

ISBN: 1883925541

Paperback: <http://www.amazon.com/Philosophy-Education-Introduction-Christian-Perspective/dp/1883925541>

**Education (available on eClass)**

Author: Ellen G. White

**Journey to Excellence Standards**

Author: NAD Office of Education

Link: <http://circle.adventist.org/files/download/J2E-Standards.pdf>

**Recommended Resources for Your Library: (Not required)**

**Total Truth**

Author: Nancy Percy

ISBN: 978-1581347463

Paperback: [https://www.amazon.com/Total-Truth-Study-Guide-Christianity-dp-1433502208/dp/1433502208/ref=mt\\_paperback?\\_encoding=UTF8&me=&qid=](https://www.amazon.com/Total-Truth-Study-Guide-Christianity-dp-1433502208/dp/1433502208/ref=mt_paperback?_encoding=UTF8&me=&qid=)

**Discipleship of the Mind: Learning to Love God in the Ways We Think.**

Author: James W. Sire

ISBN: 0877849854

Paperback: <http://www.amazon.com/Discipleship-Mind-James-W-Sire/dp/0877849854>

### III. Technology Requirements

Any desktop, laptop, or tablet device with word processing capabilities, webcam, and microphone.

### IV. Academic Support

**eClass Help Desk:** Email [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu) or call 423-236-2086.

**Information Technology:** Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email [it-helpdesk@southern.edu](mailto:it-helpdesk@southern.edu).

**McKee Research & Writing Center:** The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: [sfordham@southern.edu](mailto:sfordham@southern.edu). An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

### V. Biblical Foundation of the Course

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today's diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

### VI. Course Methodologies

This course will utilize the following instructional methodologies, among others:

- lecture
- media
- reading assignments
- teaching and learning strategies and activities
- completion of formative and summative assessments

### VII. Conceptual Framework

The unit's conceptual framework is built on the theme "Laying the Foundation for Professional Excellence" and is aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) and Tennessee Professional Education standards.

1. As a **caring person**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
  - a. demonstrating an ideal of fairness and belief that all students can learn
  - b. recognizing and respecting diversity, individual worth, and integrity
  - c. considering the influence of community, school, and family context
  - d. emulating the example of Christ-like service
2. As an **informed facilitator of learning**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
  - a. providing nurturing environments, services, and programs
  - b. demonstrating understanding of central concepts
  - c. demonstrating understanding of how individuals develop
  - d. meeting the needs of a diverse student population
  - e. using technology to enhance communication and student learning
3. As a **reflective decision-maker**, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
  - a. demonstrating intellectual curiosity, critical thinking, and strategic decision-making
  - b. Using theory, based on scientific research, to enhance pedagogical and professional practice
  - c. Using formal and informal assessments to make informed professional decisions
  - d. Reflecting on professional practice
4. As a **committed professional**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
  - a. collaborating with peers, families, and the community and consulting with professionals
  - b. demonstrating professional, legal, and ethical responsibilities
  - c. participating in opportunities to achieve professional excellence
  - d. recognizing the value of health and a commitment to a lifestyle of wellness
  - e. demonstrating appropriate communication skills

## VIII. Knowledge and Skill Outcomes

Upon successfully completing this course, the student will be able to:

1. Purposefully select and apply technological resources to help students understand God's purpose in their lives.
2. Create an action plan that address relevant uses of technological devices needed to assist in the learning process.
3. Synthesize a plan for the use of technology in the classroom based upon needs, budget, personnel, and impact.
4. Involve students directly with instructional technology in rich and meaningful ways.
5. Leverage technology to develop quality instructional media, both for in-class and Web-based course modalities, thereby demonstrating respect for diversity, of nurturing contexts, of collegial collaboration, of creativity, and of professional excellence.
6. Evaluate, select, and effectively utilize technological resources for teaching and learning.
7. Take a personal stand on educational, social, and ethical issues involving educational technology.

8. Project future directions in educational technology, given current research and developing trends, and identify how these emerging technologies are likely to have a strategic impact on education.
9. Research and study current peer-reviewed technological theories and trends as they apply to education.

## IX. How the Course Works

### A. Policies and Procedures

a. **Disclaimer:** As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

#### b. Disabilities and Accommodations

- i. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services at 423-236-2544, Bietz Center, 3rd floor, Suite 3900, or [dss@southern.edu](mailto:dss@southern.edu)
- ii. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).

#### c. Academic Honesty

- i. Faculty Responsibilities:
  1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
  2. Professors may assume "no collaboration" is the rule unless they state otherwise.
- ii. Student Responsibilities:
  1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
  2. Students unfamiliar with procedures for citing sources should confer with their professors.
  3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.
  4. Many professors will require students to submit papers through Turnitin, an originality checker application.
- iii. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.

#### d. Student Authentication

- i. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This

process helps protect the integrity of the education provided by Southern Adventist University.

- ii. The student should authenticate their identity by using **ONE** of the following options:
  1. Authenticate in person at Southern Adventist University.
  2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- iii. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

**e. Add/Drop Policy**

- i. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- ii. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
- iii. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

**f. Transcripts**

- i. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>

**g. Course Evaluation**

Near the end of the semester, you will need to evaluate this course. Southern Adventist University requires all students enrolled in courses, on campus or online, which enroll more than 5 students, to complete the survey. You may access this evaluation at <http://myaccess.southern.edu>. Log in using your SAU e-mail name and password, and then select Course Evaluation. All comments and evaluations are completely anonymous and the results of these course evaluations are made available to professors only after grades are submitted to the records office

## B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

### a. eClass

- i. The website for course access is [eclass.e.southern.edu](https://eclass.e.southern.edu). Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <https://access.southern.edu>. You can also put [eclass.e.southern.edu](https://eclass.e.southern.edu) into your browser and enter your username and password. If one method does not work, try the other method.
- ii. System Requirements: For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

### b. Class Attendance/Presence

Attendance to live Zoom meetings is vital to your success in class, in part, because doing so facilitates your engagement and provides the best opportunity for direct interaction with your professor and other students. You are expected to be present and punctual for each scheduled meeting and actively participate in any discussions, work, and/or activities. Please note that appropriate participation in online class meetings, discussions, or forums are also considered part of your attendance.

Missing classes because you are not feeling well will not adversely affect your grade. If you must be absent, it is your responsibility to communicate with your instructor ASAP – in advance, if possible, keeping in mind that instructors are not provided with your personal health information by any outside source.

If absent, you will be expected to demonstrate engagement in the class via timely submission of course assignments, online attendance at any synchronous class meetings when possible, and/or review of material provided in eClass asynchronously. Further, it is your responsibility to obtain make-up work and complete it within the timeline agreed upon by you and your instructor.

### c. Communication

#### i. eClass Announcements

To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

#### ii. Southern Email

To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email.

Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."

**d. Disclaimer**

As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified in writing and face-to-face, in class, if/when any changes are made.

**c. GRADES AND FEEDBACK**

**a. Accessing your grades in eClass**

- i. There is one place in eClass pertaining to grades. The "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

**b. Submission Times and Late Work Caution**

- i. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
- ii. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

**c. Grading and Grading Scale**

Grading Scale			
The following Grading Scale will be used:			
A	93-100%	279-300	C 73-77% 219-233
A-	90-92%	270-278	C- 70-72% 210-218
B+	88-89%	264-269	D+ 68-69% 204-209
B	83-87%	249-263	D 63-67% 189-203
B-	80-82%	240-248	D- 60-63% 180-188
C+	78-79%	234-239	F 59% & below (179)

Feedback on papers, assignments, and projects will be provided through the student's Southern email account and eClass.

**D. Assignments**

Course assignments are to be submitted on the due date as provided in the syllabus. All assignments are due on the dates specified in the course syllabus.

If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact the instructor immediately regarding the situation.

In addition, it is highly recommended to *frequently back up all projects in at least two locations*. This will keep you from having to restart a project should any unexpected loss of data occur.

**e. Quizzes**

Quizzes are designed to provide a check on your reading.

## I. Course Outline and Assignments

	Dates	Topic	Reading Assignments	Activity	Points
<b>Week 1</b>	5/30-6/4	Philosophy? What about it? The Adventist worldview.	Chapter 1 from Philosophy and Education	<b>Live Zoom Session</b> Introduction Activity Discussion Assignment 1	5 5 5 20
<b>Week 2</b>	6/5-6/11	Philosophic issues in education	Chapter 2 from Philosophy and Education	<b>Live Zoom Session</b> Discussion Assignment 2 Quiz 1	5 5 20 20
<b>Week 3</b>	6/12-6/18	Philosophies across time I	Chapters 3-4 from Philosophy and Education	<b>Live Zoom Session</b> Discussion	5 5
<b>Week 4</b>	6/19-6/25	Philosophies across time II	Chapters 5-7 from Philosophy and Education	<b>Live Zoom Session</b> Discussion Assignment 3 Quiz 2	5 5 20 20
<b>Week 5</b>	6/26-7/2	Society and the philosophy of the Christian educator	Article "Light in the darkness" "Scientific cherry-picking?" "The joy of faith and the challenge of Science"	<b>Live Zoom Session</b> Discussion Assignment 4	5 5 20
<b>Week 6</b>	7/3-7/9	Integration of faith and learning	Chapters 8-19 from book Education Article "Why do I believe in God?" Article "Redemptive Foundation I"	<b>Live Zoom Session</b> Discussion Assignment 5	5 5 20
<b>Week 7</b>	7/10-7/16	The Adventist educator and its role with the church and community	Chapters 8-9 and 32-34 from Education Article "The social function of Adventist education" Article "Redemptive Foundation II and III"	<b>Live Zoom Session</b> Discussion Assignment 6 Quiz 3	5 5 20 20



# Appendix A: Southern School of Education & Psychology Conceptual Framework for Professional Education Programs

## To Serve, To Lead, To Transform

### The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

### The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

### The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Demonstrating an ideal of fairness and belief that all students can learn
- Recognizing and respecting diversity, individual worth, and integrity
- Considering the influence of community, school, and family context
- Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Providing nurturing environments, services, and programs
- Demonstrating understanding of central concepts
- Demonstrating understanding of how individuals develop
- Meeting the needs of a diverse student population
- Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

- Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
- Using theory, based on scientific research, to enhance pedagogical and professional practice
- Using formal and informal assessments to make informed professional decisions
- Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Collaborating with peers and consulting with professionals
- Demonstrating professional, legal, and ethical responsibilities
- Participating in opportunities to achieve professional excellence
- Recognizing the value of health and a commitment to a lifestyle of wellness
- Demonstrating appropriate communication skills