

Course: ED621 LG Historical & Philosophical Foundations  
Credit: 3 credit hours  
Semester: FALL 2026 (Session 2)  
Days: March 16<sup>th</sup> – May 8<sup>th</sup>  
Location: Online Only  
Instructor: Dr. Mary F. Briggs  
Contact Info: Office phone: 816-425-6181  
Email: [mary.briggs@calvary.edu](mailto:mary.briggs@calvary.edu)

## I. DESCRIPTION

This course presents the historical and philosophical influences on the American educational system. The course contrasts a variety of educational philosophies with a Christian philosophy of education. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

## II. OBJECTIVES

A. General Competencies to be achieved. The student will:

1. Gain relevant and useful information about the nature, existence, and influence of various philosophies, historical events, and significant people on education across the centuries.
  - a. PLO-1
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, C.1, C.2
2. Learn about and understand the role and significance of teaching and learning in the context of school settings.
  - a. PLO-3, 5
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, C.1, C.2
3. Develop skills in thinking critically, discussing constructively, and writing synthetically regarding a variety of education related questions and issues.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, C.1, C.2

B. Specific Competencies to be achieved. The student will:

1. Synthesize a comprehensive and consistently Christian philosophy of education.
  - a. PLO-1, 2
  - b. Assignments: A.1, A.2, B.1, B.4

2. Interpret, critique, and evaluate the history, philosophy, theories, major divisions, themes, and values that influence schools and schooling today.
  - a. PLO-2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, C.1, C.2
3. Employ educational theory and approach educational practice with improved awareness, deeper insight, and greater understanding.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, C.1, C.2
4. Discover a variety of pedagogical concepts, ideas, effective strategies, methods, media, and means for addressing the issues that relate to typical instructional practices.
  - a. PLO-1, 2, 4, 5
  - b. Assignments: A.1, A.2, B.2, B.3, B.4, B.5, C.1, C.2
5. Describe the legal framework in which public and private schools function.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignments: A.1, A.2, B.2, B.5

### III. MATERIALS

#### Required Textbooks for All Students:

A. Bible (Please refer to Course Policies.)

#### Choose one of the following textbooks:

B. If you have a Bachelor's degree in a field other than Education, I recommend:

Webb, L.D. & Metha, A. (2017). *Foundations of American education* (8<sup>th</sup> ed.).

Pearson. ISBN-13: 9780134027647 (6 month access for \$9.99 a month)  
(Lifetime access for \$89.94)

ISBN-13: 9780134027661 (Printed copy, Loose-leaf: \$133)

C. If you have a Bachelor's degree in Education, live overseas or are interested in serving God overseas, I recommend the following textbook:

Reagan, T. (2018). *Non-Western educational traditions: Local approaches to thought and practice*. (4<sup>th</sup> ed.) ISBN-13: 978-1138019089 ISBN-10: 1138019089 \$69.95

D. If you have a Bachelor's degree in Education, live in the US, and plan to stay in the US, I recommend: Gutek, G. (2011). *Historical and philosophical foundations of education*. (5<sup>th</sup> ed.) Pearson. ISBN-13: 978-0137152735 Printed copy: \$143

OR

Gutek, G. (2022). *A History of the Western Educational Experience* (3<sup>rd</sup> ed.) Pearson.

ISBN-13: 978-1478640295 Printed copy: \$64.95

## IV. REQUIREMENTS

### A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

### B. Written Assignments:

1. **Biblical Philosophy of Education:** Write a 1,250 – 1,500 word paper describing your Biblical philosophy of education. Further details for this assignment will be available in CANVAS, File folders.
2. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Project:** Your project choices will be based on the textbook you have chosen for this course. Further details will be provided in CANVAS, File folders.
4. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
5. **Final Exam**

### C. Activity Assignments:

1. **Framework Presentation:** Prepare a presentation for the class that demonstrates your understanding of a framework of historical and philosophical foundations of education as formed by the significant people and events of their times. You can compose a song, paint a picture, write a play, design a board game, write a “choose-your-own-adventure” story, etc. If you have other ideas, please talk with me. Be creative! Feel free to ask others to help you sing your song, perform your play, etc.
2. **Project Presentation:** You will present a PowerPoint version of your Project. The PowerPoint should include 8 – 10 slides, and your Project Presentation should last 10 -12 minutes. Please also prepare a handout for your classmates.

## V. METHODS

### A. Teaching and Learning

1. Reading and research
2. Writing
3. Project
4. Presentations
5. Discussions
6. Lectures
7. Exam

### B. Grading

#### 1. Weight given to assignments:

| <b>Assignments:</b>              | <b>Points:</b>          |
|----------------------------------|-------------------------|
| Biblical Philosophy of Education | 200                     |
| Discussion Questions             | 100 (20 x 5 questions)  |
| Framework Presentation           | 200                     |
| Missouri Teacher Standards       | 25                      |
| Report on Videos                 | 70 (10 x 7 classes)     |
| Project                          | 120                     |
| Project Presentation             | 65                      |
| Reading assignments              | 60 (10 x 6 weeks)       |
| Reflections                      | 60 (10 x 6 reflections) |
| Final Exam                       | 100                     |
| <b>Total:</b>                    | <b>1000 points</b>      |

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VI. COURSE POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

## **B. Academic Honesty**

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.*

## **C. Academic Activity & Participation**

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

## **D. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. *Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

## **E. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any condition that may require support.

## **F. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**G. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

**VI. COURSE OUTLINE AND CLASS SCHEDULE**

The course outline indicates the general direction for the content of this class:

| Week | Dates                  | Class Topics:   | Assignments for the Week:  |
|------|------------------------|---|--|
| 1    | March 16 <sup>th</sup> | Introduction<br>Confucius, Plato, Aristotle, and Quintilian<br>Biblical Philosophy of Education   | <i>Due by Midnight on March 22<sup>nd</sup></i><br>1. Complete Class Video Report.<br>2. Complete DQ#1.<br>3. Complete assigned reading.<br>4. Complete Reflection #1. |
| 2    | March 23 <sup>rd</sup> | Thomas Aquinas, Erasmus, John Calvin, and Comenius<br>Biblical Philosophy of Education<br>Educational Thought and Practice in the Islamic World             | <i>Due by Midnight on March 29<sup>th</sup></i><br>1. Complete Class Video Report.<br>2. Complete DQ#2.<br>3. Complete assigned reading.<br>4. Complete Reflection #2. |
| 3    | March 30 <sup>th</sup> | Rousseau, Pestalozzi, Jefferson, and Mary Wollstonecraft<br>Legal Framework of Education<br>Biblical Philosophy of Education<br>Student(s) present Project* | <i>Due by Midnight on April 5<sup>th</sup></i><br>1. Complete Class Video Report.<br>2. Complete DQ#3.<br>3. Complete assigned reading.<br>4. Complete Reflection #3.  |
| 4    | April 6 <sup>th</sup>  | Horace Mann and Robert Owen<br>Biblical Philosophy of Education<br>Student(s) present Project*<br>Educational Thought and Practice in Africa                | <i>Due by Midnight on April 12<sup>th</sup></i><br>1. Complete Class Video Report.<br>2. Complete DQ#4.<br>3. Complete assigned reading.<br>4. Complete Reflection #4. |

|   |                        |  |  |
|---|------------------------|--|--|
| 5 | April 13 <sup>th</sup> | Friedrich Froebel, John Stuart Mill, and Herbert Spencer<br>Biblical Philosophy of Education<br>Student(s) present Project*<br>Educational Thought and Practice of Native Americans                | <i>Due by Midnight on April 19<sup>th</sup></i><br>1. Complete Class Video Report.<br>2. Complete DQ#5.<br>3. Complete assigned reading.<br>4. Complete Reflection #5.                                   |
| 6 | April 20 <sup>th</sup> | Jane Adams, John Dewey, and Maria Montessori<br>Legal Framework of Education<br>Biblical Philosophy of Education<br>Student(s) present Project*<br>Educational Thought and Practice in Mesoamerica | <i>Due by Midnight on April 26<sup>th</sup></i><br>1. Complete Class Video Report.<br>2. Complete assigned reading.<br>3. Complete Biblical Philosophy of Education paper.<br>4. Complete Reflection #6. |
| 7 | April 27 <sup>th</sup> | Ghandhi, W.E.B. Du Bois, and Paulo Freire<br>Biblical Philosophy of Education<br>Educational Thought and Practice in the Dharmic Traditions<br>Student(s) present Project*                         | <i>Due by Midnight on May 3<sup>rd</sup></i><br>1. Complete Class Video Report.<br>2. Complete your Framework Presentation.*<br>3. Prepare for Final Exam.   |
| 8 | May 4 <sup>th</sup>    | Framework Presentations*<br><br>Final Exam   | All work must be completed by midnight on <b>May 8<sup>th</sup></b> .  |

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*