



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED247 D & N-D Foundations of Education
Credit: 3 hours
Semester: Fall 2026 (Session 2)
Day and Time: Mondays & Wednesdays, 1:00 – 2:20 pm
Location: East Education Building, Room 129
Instructor: Dr. Karen Hange
Contact Info: Office phone: 816-425-6186
Email: karen.hange@calvary.edu

I. DESCRIPTION

This course is a survey of the philosophical, historical, sociological, legal, and ethical foundations of education in the United States. The student will study the impact that socioeconomic status and cultural diversity have on educational systems as well as the role of teachers and schools in the community at large. (Prerequisite: ED190 or permission from the Education Department program director) (*Interdisciplinary Bible Course)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Evaluate the impact of **educational theories** on educational practices of the 21st century.
 - a. PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3
 2. Examine the **role of Christianity** in the history of education.
 - a. PLO-1
 - b. Assignments: A.1, A.3, B.1, B.2, B.4, C.1, C.2, C.3

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

- B. Specific competencies to be achieved. The student will:
1. Compare and contrast various **philosophies of education** in relation to educational best practices of the 21st century.
 - a. PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3
 2. Examine significant individuals, movements, and events in the **history** of educational practice.
 - a. PLO-1, 2, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.2, B.4, C.3
 3. Discuss the factors contributing to **gaps in achievement** of students in diverse social class groups, ethnic and racial groups, and genders.
 - a. PLO-1, 2, 4 & 5
 - b. Assignments: A.1, A.2., A.3, B.3, B.4, C.1, C.2, C.3
 4. Describe **the legal framework** in which public and private schools function.
 - a. PLO-1, 2, 4, 5, & 6
 - b. Assignments: A.1, A.2, A.3, C.3
 5. Develop a comprehensive and consistently **Christian philosophy of education**.
 - a. PLO-1
 - b. Assignments: A.1, A.2, A.3, B.1, B.2, B.3, B.4, C.1, C.2, C.3

IV. MATERIALS

Required Textbooks:

- A. Bible (Please refer to Course Policies.)
- B. American Psychological Association. (2020). *Concise guide to APA style* (7th ed.). ISBN-13: 978-1433832734 ISBN10: 1433832739 \$19.00
- C. Webb, L.D. & Metha, A. (2017). *Foundations of American education* (8th ed.). Pearson. Print version: ISBN-13: 9780134027661 \$127
eTextbook: ISBN-13: 9780134027647 \$59.94

(You may want to compare prices and available formats for the 7th & 8th edition.)

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read the assigned textbook. A writing assignment will accompany the reading to verify completion in the form of a quiz or journal prompt.
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. Presentations & Projects:

1. **Historical Classrooms of the Past:** Present one mini lesson based on a typical classroom from history. A lesson template will be provided in CANVAS in the Files section. If you are an online student, you may need to video record yourself teaching your lesson and upload the recording to CANVAS.
2. **Visual History Documents:** Using photos, illustrations, news clippings, or other materials, create three Visual History Documents that display what you perceive to be the most important noteworthy happenings that influenced education in the following time periods: a) 1940 – 1970, b) 1970 – 2000, and c) 2000 – 2025. Be prepared to explain your choices through the lens of a Biblical worldview.
3. **Understanding Students workshop:** Classrooms today are filled with students from many different backgrounds and walks of life. As you prepare to become a teacher, it is important to understand the many different issues that can influence the students you will meet. Choose a topic from Chapter 8, 9, or 10. Prepare a PowerPoint presentation with a title slide, four information slides, and a reference slide. This will be presented as a “professional development” workshop for fellow teachers.
4. **Framework Presentation:** Prepare a presentation for the class that demonstrates your understanding of the historical and philosophical framework of education in the United States. 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.

C. Written Assignments:

1. **First Year Teachers Documentary:** Watch a documentary about the life experiences of five first-year teachers. Guiding questions will be provided in CANVAS. After watching the documentary, you will write a 500 – 600 word reflection. Include an APA cover page and APA headings.
2. **Biblical Philosophy of Education:** Write a 750 – 1,000 word paper describing your Biblical philosophy of education. You will continue to develop this assignment in ED250. You should address all of the following topics in your ED250 paper: the purpose of education, the role of parents, the role of the teacher, the nature of the learner, the nature of knowledge, methods of teaching, the purpose of assessments, and methods of assessment. (*Benchmark assignment)
3. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, you should post a 250 – 300 word response by Thursday night, and then respond to at least one other post made by a classmate.

VI. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Projects
4. Practicing skills
5. Lectures
6. Discussions
7. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Historical Classroom Presentation	50
Visual History Documents	120 (40 x 3 documents)
Understanding Students Workshop	75
Biblical Philosophy of Education	140
First Year Teacher Documentary	75
Framework Presentation	100
Final Exam	100
Discussion Questions	100 (20 x 5 questions)
Textbook Reading Chapter Activities	240 (40 x 6 weeks)
Class Participation (In-Class Students) Report on Videos (Online Students)	250
Total:	1,250 points

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.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in Content Area coursework. ***This course must be passed with a grade of “C” or higher. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. 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.

C. 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.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s). Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**.

E. 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 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.***

F. Accommodations Statement

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

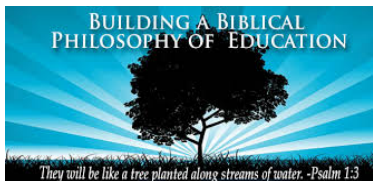
G. Style Guide

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

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

VIII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 19 th & Oct. 21 st		Chapter 3 Activities First-Year Teacher documentary paper
2	Oct. 26 th & Oct. 28 th	American Education: European Heritage and Colonial Experience Role of Christianity	Chapter 4 & 5 Activities Historical Classrooms presentations
3	Nov. 2 & Nov. 4	American Education: From Revolution to Twentieth Century	Chapter 6 & 7 activities

4	Nov. 9 th & Nov. 11 th	American Education: From the Progressive Movement to Present Philosophies of Education The Role of Christianity	Chapter 8 & 9 activities Visual History Presentations
5	Nov. 16 th & Nov. 18 th	Biblical Philosophy of Education	Chapter 10 activities Understanding Students Workshop presentation
6	Nov. 23 rd & Thanksgiving Break	Legal and Political Control Financial Support	Chapter 11 & 12 activities
7	Nov. 30 th & Dec. 2 nd	Curriculum, Instruction, and Assessment in Effective Schools	Chapters 14 & 15 activities Biblical Philosophy of Education Paper
8	Dec. 7 th & Dec. 9 th	Final Exam Student Framework Presentations	Framework Presentations

***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.*