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 200
PRINCIPLES OF EDUCATION

COURSE DESCRIPTION
Students will examine historical, philosophical, legal, and sociological principles of education. Emphasis will be placed on current issues and terminology in the field of education.

RATIONALITY
The candidate will be introduced to major concepts in the field of education. This introduction will assist the candidate in developing and refining choices related to his/her involvement in education. The course will help the candidate determine his/her motivations for becoming a teacher, what vocational areas exist in education, and what he/she can expect to encounter in the educational field.

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. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Analyze essential characteristics of professionalism and teaching skills. (PRE-A1)
B. Evaluate some of the rewards and challenges in the teaching profession. (PRE-C5)
C. Interpret cultural diversity and its influence on student learning. (PRE-B3)
D. Appraise ways in which schools respond to challenges students face. (PRE-B3; PRE-B4)
E. Trace the historic roots of education while describing issues involving religion in America today. (PRE-A)
F. Compare philosophies of education. (PRE-C5)

G. Describe the legal and ethical aspects of teaching. (PRE-A)

H. Determine the relationship among curricula, instruction, measurable standards, and assessments. (PRE-A1)

I. Critique the impact that societal changes make on the education profession. (PRE-C)

*All items in parentheses refer to overarching School of Education Program Learning Outcomes (PLOs). Follow the link to read the full list of PLOs.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 200 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply must be at least 100 words. In Discussion Board Forum 1, 2–3 tips learned from viewing Blackboard tutorials or Online Writing Center presentations are applied. In Discussion Board Forum 2, the candidate must incorporate at least 2 citations and references (1 Scripture, 1 textbook) in current APA format in the thread and 1 course text citation in at least 1 of the 2 replies.

D. APA Format Assignments (3)

The candidate will complete 3 interactive exercises to master elements of a current-APA-formatted paper. Each element will be taught individually in anticipation of its future use in other course writing assignments.

APA Format – Title Page

The candidate will complete an interactive exercise to master current APA title page formatting. The candidate will be permitted to attempt this formatting exercise as many times as he/she like; however, points will be awarded upon the first fully correct completion of the whole presentation. At the end of the exercise, the candidate will be able to download and save a template he/she creates for future use.

APA Format – Body

The candidate will complete an interactive exercise to master current APA title page formatting. The candidate will be permitted to attempt this formatting exercise as many times as he/she like; however, points will be awarded upon the
first fully correct completion of the whole presentation. At the end of the exercise, the candidate will be able to download and save a template he/she creates for future use.

APA Format – Reference Page
The candidate will complete an interactive exercise to master current APA title page formatting. The candidate will be permitted to attempt this formatting exercise as many times as he/she like; however, points will be awarded upon the first fully correct completion of the whole presentation. At the end of the exercise, the candidate will be able to download and save a template he/she creates for future use.

E. Video Lesson Evaluation
The candidate will view and evaluate 1 of 2 provided video lessons using a supplied form to articulate responses. The candidate will demonstrate knowledge of diverse students and differentiated instruction by answering, and critically analyzing, all the evaluative questions provided with no less than 30 words per question.

F. Learning Strategies Reflection
The candidate will select and view 1 of the 4 provided videos. Each selection is of a teacher demonstrating a different learning strategy. The candidate will write at least 425 words in current APA format describing and reflecting on the effectiveness of the learning strategy. The video must be cited in current APA format and include a title page for this assignment.

G. Select Your Own Assignment (SYOA)
Selection
The candidate will choose 1 of the assignments below to complete. The candidate will submit his/her assignment choice of either the Board Meeting/PTO Meeting or Mock Teacher’s Application with a statement expressing why he/she chose it prior to the completion of the assignment.

1. Board Meeting/PTO Meeting
   The candidate will attend a school board, PTO (Parent/Teacher Organization), or faculty meeting. The candidate will then submit a report of at least 500 words in current APA format detailing different aspects of the meeting.

2. Mock Teacher’s Application
   The candidate will complete a fictional application for a teaching position. The candidate’s responses to the application template questions must total at least 500 words in current APA format.

H. Interview Assignment
The candidate will be required to create questions in addition to those provided, interview a teacher, and summarize the findings in an Adobe Spark video
presentation. This assignment will be submitted in 2 parts: submission of the questions and details of the interview and submission of the presentation created that is based on the candidate’s interview responses.

Part 1

The candidate will create 5 open-ended questions in addition to the 5 provided in the course. These questions will be based on the textbook readings and used for the purpose of interviewing a teacher. These questions will require information about the interviewee and the assignment questions he/she will be asked.

Part 2

The candidate will conduct an interview of a teacher using all 10 questions from Part 1 and will create an Adobe Spark video presentation that will showcase the questions and answers received. He/she will then post the generated link to their presentation in the discussion board area. Specific assignment instructions are provided for creating and posting an Adobe Spark video (content to be included in the video assignment) and a completed sample video. The candidate will respond to the video posts of at least 2 other classmates’ presentations. Each reply must be at least 100 words. A textbook reference or biblical integration will be required in at least 1 reply. Current APA format must be utilized.

I. *Phi Delta Kappan* Article Review

The candidate will locate an article on a given topic from the *Phi Delta Kappan* journal. After reading the article, the candidate will write a review covering the required criteria as expressed to the candidate. The review must be at least 500 words and follow current APA style. A title and reference page in current APA format are required for this assignment.

J. Philosophy Essay

The candidate will write an essay explaining his/her philosophical view(s) based on the results of a calculated philosophy of education self-inventory found in Chapter 9 of the Ryan et al. textbook. This essay will include the application of the candidate’s philosophy to a given scenario. The essay must be at least 650 words and in current APA format. The essay must include 2 citations, 1 of which must come from the textbook, and 3 pieces of evidence to support the use of the philosophy in practical teaching methods in an American History class. A title and reference page in current APA format are required for this assignment.

K. Final Essay

The candidate will complete an open-book/open-notes essay of at least 800 words in response to the given prompt as the cumulative activity for this course. It must also include 3 citations from the textbook in current APA format. The essay must be submitted through LiveText. A title and reference page in current APA format are required for this assignment.
L. Advising Guide/LiveText Confirmation Quiz

This 19-question, multiple-choice quiz addresses common questions regarding Academic Advising as well as the use of LiveText within the course. The first 15 questions will allow the candidate to indicate his/her understanding of the practices of the Academic Advising Program within the School of Education. The remaining 5 questions will allow the candidate to indicate his/her purchase of the required LiveText access and the benefits of e-portfolios in the teaching profession. The candidate will be allotted 2 attempts on this quiz and have a 1-hour time limit.

M. Quizzes (5)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 25 multiple-choice questions, and have a 1-hour time limit.

I. COURSE GRADING AND POLICIES

A. Points

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board Forums (2 at 60 pts ea)</td>
<td>120</td>
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<tr>
<td>APA Format Assignments</td>
<td></td>
</tr>
<tr>
<td>Title Page</td>
<td>15</td>
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<tr>
<td>Body</td>
<td>15</td>
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<tr>
<td>Reference Page</td>
<td>15</td>
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<tr>
<td>Video Lesson Evaluation</td>
<td>50</td>
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<tr>
<td>Learning Strategies Reflection</td>
<td>50</td>
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<tr>
<td>Select Your Own Assignment</td>
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<tr>
<td>Selection</td>
<td>5</td>
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<tr>
<td>Board Meeting/PTO Meeting or Mock Teacher’s Application</td>
<td>70</td>
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<tr>
<td>Interview Assignment</td>
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<td>Part 1</td>
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<td>Part 2</td>
<td>60</td>
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<tr>
<td>Phi Delta Kappan Article Review</td>
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<tr>
<td>Philosophy Essay</td>
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<td>Final Essay</td>
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<td>Advising Guide/LiveText Confirmation Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Quiz (5 at 50 pts ea)</td>
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</tbody>
</table>

Total 1010

B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.
D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. 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. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

**EDUC 200**


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<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
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</table>
| 1           | Ryan, et al.: chs. 1–2  
2 presentations  
1 article  
2 websites | Course Requirements Checklist  
DB Forum 1  
APA Format – Title Page  
APA Format – Body  
AG/LTC Quiz | 10  
60  
15  
15  
20 |
| 2           | Ryan, et al.: chs. 3–4  
Select Video | APA Format – Reference Page  
Video Lesson Evaluation  
Quiz 1 | 15  
50  
50 |
| 3           | Ryan, et al.: chs. 5–6  
1 presentation  
Select Video | Learning Strategies Reflection  
SYOA – Selection  
Interview Assignment – Part 1  
Quiz 2 | 50  
5  
20  
50 |
| 4           | Ryan, et al.: chs. 7–8  
2 presentations | DB Forum 2  
Phi Delta Kappan Article Review | 60  
70 |
| 5           | Ryan, et al.: chs. 9–10  
1 presentation | Philosophy Essay  
Quiz 3 | 100  
50 |
| 6           | Ryan, et al.: chs. 11–12  
1 presentation | Interview Assignment – Part 2  
Quiz 4 | 60  
50 |
| 7           | Ryan, et al.: chs. 13–14  
1 presentation | SYOA – Board Meeting/PTO Meeting or  
Mock Teacher’s Application  
Quiz 5 | 70  
50 |
| 8           | Ryan, et al.: ch. 15  
2 presentations | Final Essay | 140 |

**TOTAL 1010**

DB = Discussion Board  
AG/LTC = Advising Guide/LiveText Confirmation  
SYOA = Select Your Own Assignment

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.