



# SYLLABUS

**AU EDTE 175 Philosophy of Adventist  
Education**

# AU: EDTE 175 Philosophy of Adventist Education Consortium of Adventist Colleges and Universities

## Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

## Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

## Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

## Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and cancellations	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Bookstore	<a href="https://www.andrews.edu/bookstore/">https://www.andrews.edu/bookstore/</a>	
Technical assistance with LearningHub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="https://andrews.edu/hdchat/chat.php">andrews.edu/hdchat/chat.php</a>	
Exam requests	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Student Services Support & FAQ	<a href="http://www.andrews.edu/distance/students/">www.andrews.edu/distance/students/</a>	
Any other questions: <a href="mailto:sde@andrews.edu">sde@andrews.edu</a> , (800) 782-4769 or (269) 471-6570		

## Part 1: Course Information

### Course Description

*Andrews University*

A study of the fundamental principles, concepts, and aims of Adventist education.

### Course Learning Outcomes

The objective of this course is to help you prepare to demonstrate a proficient understanding of the following:

1. Articulate a consistent Christian worldview and philosophy of education.
2. Formulate a personal worldview and philosophy of education.
3. Understand and appreciate the balanced philosophical stance of the Bible.
4. Assess the role of philosophy in developing and implementing educational programs.
5. Identify and explore basic philosophical questions.
6. Compare the major schools of philosophical thought and evaluate how they help answer the basic philosophical questions.
7. Predict educational implications to the answers of the basic philosophical questions.
8. Evaluate contemporary theories of education and their implications for educational practice.
9. Consider the learner, teacher, curriculum, instructional strategies, social policy, and administration of church-related schools from a Christian perspective.

### Required Text/Material

The following materials are required for the course and available online within the course or on the Internet. If you prefer to have a hard copy of these materials, you may choose to order them.

White Ellen. G. *Education*. Ellen G. White Estate, Inc. 1952. ISBN13: 978-0816318803

The following materials are accessed online

Knight, George R. (2010). Redemptive Education Part 1: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 4-23.

<http://circle.adventist.org/files/jae/en/jae201073010418.pdf>

Knight, George R. (2010). Redemptive Education Part 2: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 22-37.

<http://circle.adventist.org/files/jae/en/jae201073012217.pdf>

Knight, George R. (2010). Redemptive Education Part 3: A Philosophic Foundation. *Journal of Adventist Education* 73(01), 38-59.

<http://circle.adventist.org/files/jae/en/jae201073013823.pdf>

### Credit Hour and Commitment

This course is offered for 1 semester credit; therefore it is expected that you will spend approximately 15 hours total on this course.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and selected articles on the internet, the course material, short essays and reflections on the reading, interactions with the instructor via blogs, and the development of a personal philosophy of education. Regular participation in the course is essential to good performance.

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within six months. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

### Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

## LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Assignments

Each module contains one or more assignments. You are expected to use the material provided in the lesson along with the assigned readings to aid you in completing each assignment. The instructions for the completion of each assignment and grading information is included in each of the assignments.

#### Personal Philosophy Paper

For this class there is no final exam. The culminating activity is the production of your own clearly articulated personal philosophy of education. This activity is worth 20% of your final grade, and you will not receive a passing final grade for the course unless it is completed satisfactorily.

### Personal Philosophy of Education Criteria

Points:	Description: Requirements for the Written Report
5	The introduction is clearly stated.
20	Issues posed by metaphysics are effectively addressed.
20	Issues posed by epistemology are effectively addressed.
20	Issues posed by axiology are effectively addressed.
30	The body of the paper has a logically developed position.
25	The student masterfully applied his or her position to a projected school setting.
5	The summary statement is clear and precise.
25	The student demonstrated the proper mechanics of skillful writing.
150	Total

### Blogs

Each module contains at least one blog that requires you respond to topics related to the material you are studying in that module. These blogs give you an opportunity to interact with your teacher and with other students taking the class.

Criteria	Exceptional	Very Good	Acceptable	Needs Improvement
Quality	Blog uses course terms and concepts accurately, focuses on the topic, and shows critical thinking.	Blog mostly uses course terms and concepts accurately, mostly focuses on the topic, and shows critical thinking.	Blog uses some course terms and concepts accurately, focuses somewhat on the topic, and shows some critical thinking.	Blog does not use course terms and concepts accurately, does not focus on the topic, or does not show critical thinking.
Community	Blog expands the discussion using examples from reading, Web research, or personal experience as appropriate.	Blog somewhat expands the discussion using examples from reading, Web research, or personal experience as appropriate.	Blog expands the discussion using examples from reading, Web research, or personal experience as appropriate to a limited degree.	Blog does not expand the discussion using examples from reading, Web research, or personal experience as appropriate.
Citation	Blog uses accurate citations in APA format where appropriate.	Blogs uses accurate citations not in APA format where appropriate.	Blog does not use adequate accurate citations where appropriate.	Blogs is plagiarized. <i>[This may be grounds for a zero!]</i>
Length	Blog is a reasonable length (100-300 words).	Blog is marginally above or below the word limit but is exceptionally well written (100-300 words).	Blog is marginally above or below the reasonable word limit (100-300 words).	Blog exceeds word limit or fails to meet word limit.

**Suggested schedule for completion in 8 weeks:**

<b>Modules</b>	<b>Lessons</b>	<b>Readings</b>	<b>Assignments</b>	<b>Course Objectives Met (example CO2)</b>
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1-2	Lesson 1: The Nature and Philosophy and Education	Redemptive Education Part 1	Your Schedule  Assignment 1 Philosophic Issues in Education  Blog 1	CO 1, 2, 3, 5
3	Lesson 2: Principles of True Education	Redemptive Education Part 2: Implications of Philosophy for Adventist Education  Read Education chapters 1-9: <ul style="list-style-type: none"> <li>• Source and Aim of True Education</li> <li>• The Eden School</li> <li>• The Knowledge of Good and Evil</li> <li>• Relation of Education to Redemption</li> <li>• The Education of Israel</li> <li>• The Schools of the Prophets</li> <li>• Lives of Great Men</li> <li>• The Teacher Sent from God</li> <li>• An Illustration of His Methods</li> </ul>	Assignment 2 – Short Answer  Blog 2	CO 1-7
4	Lesson 3: A Christian Approach to Education	Reading: Redemptive Education Part 3	Assignment 3: Interpersonal Activity-SDE1  Blog 3	CO 1-7
5	Lesson 4: Nature Teaching	Read <b>Education chapters 10-24:</b> <ul style="list-style-type: none"> <li>• God in Nature</li> <li>• Lessons of Life</li> <li>• Other Object Lessons</li> <li>• Mental and Spiritual Culture</li> <li>• Science and the Bible</li> <li>• Business Principles and Methods</li> <li>• Bible Biographies</li> <li>• Poetry and Song</li> <li>• Mysteries of the Bible</li> <li>• History and Prophecy</li> <li>• Bible Teaching and Study</li> <li>• Study of Physiology</li> <li>• Temperance and Dietetics</li> <li>• Recreation</li> <li>• Manual Training</li> </ul>	Assignment 4a Short Answer  Assignment 4b Parable of Growing Seed	CO 1-7
6	Lesson 4: Nature Teaching		Wellness Activity Assignment 4c  Blog 4	CO 1-7
7	Lesson 5: Building a Personal Philosophy	Read Education chapters 25-35: <ul style="list-style-type: none"> <li>• Education and Character</li> <li>• Methods of Teaching</li> <li>• Deportment</li> <li>• Relation of Dress to Education</li> </ul>	Assignment 5  Blog 5  Blog 6	CO 1-7

Modules	Lessons	Readings	Assignments	Course Objectives Met (example CO2)
		<ul style="list-style-type: none"> <li>The Sabbath</li> <li>Faith and Prayer</li> </ul>		
8	Lesson 6: Character Building	<ul style="list-style-type: none"> <li>The Lifework</li> <li>Preparation</li> <li>Cooperation</li> <li>Discipline</li> <li>The School of the Hereafter</li> </ul>	Blog 7 Assignment 6 – Short Answer Personal Statement of Philosophy-SDE2 Blog 8	CO1, 7-9

### Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Course Objectives Met (example CO2)
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1-2	Lesson 1: The Nature and Philosophy and Education	Redemptive Education Part 1: A Philosophic Foundation	Assignment 1 Philosophic Issues in Education Blog 1	CO 1, 2, 3, 5
3	Lesson 2: Principles of True Education	Redemptive Education Part 2: Implications of Philosophy for Adventist Education  Read Education chapters 1-9: <ul style="list-style-type: none"> <li>Source and Aim of True Education</li> <li>The Eden School</li> <li>The Knowledge of Good and Evil</li> <li>Relation of Education to Redemption</li> <li>The Education of Israel</li> <li>The Schools of the Prophets</li> <li>Lives of Great Men</li> <li>The Teacher Sent from God</li> <li>An Illustration of His Methods</li> </ul>	Assignment 2 - Interpersonal Activity Blog 2	CO 1-7
4-6	Lesson 3: A Christian Approach to Education	Reading: Redemptive Education Part 3	Assignment 3: Interpersonal Activity-SDE1 Blog 3	CO 1-7

Modules	Lessons	Readings	Assignments	Couse Objectives Met (example CO2)
7-11	Lesson 4: Nature Teaching	Read <b>Education chapter 10-24:</b> <ul style="list-style-type: none"> <li>• God in Nature</li> <li>• Lessons of Life</li> <li>• Other Object Lessons</li> <li>• Mental and Spiritual Culture</li> <li>• Science and the Bible</li> <li>• Business Principles and Methods Bible Biographies</li> <li>• Poetry and Song</li> <li>• Mysteries of the Bible</li> <li>• History and Prophecy</li> <li>• Bible Teaching and Study</li> <li>• Study of Physiology</li> <li>• Temperance and Dietetics</li> <li>• Recreation</li> <li>• Manual Training</li> </ul>	Blog 4  Assignment 4a Short Answer  Assignment 4b Parable of Growing Seed  Assignment 4c Wellness Activity	CO 1-7 CO 1-7
12-13	Lesson 5: Building a Personal Philosophy	Read Education chapters 25-35: <ul style="list-style-type: none"> <li>• Education and Character</li> <li>• Methods of Teaching</li> <li>• Deportment</li> <li>• Relation of Dress to Education</li> <li>• The Sabbath</li> <li>• Faith and Prayer</li> </ul>	Assignment 5  Blog 5  Blog 6	CO 1-7
14-16	Lesson 6: Character Building	<ul style="list-style-type: none"> <li>• The Lifework</li> <li>• Preparation</li> <li>• Cooperation</li> <li>• Discipline</li> <li>• The School of the Hereafter</li> </ul>	Blog 7  Assignment 6 – Short Answer  Personal Statement of Philosophy-SDE2  Blog8	CO 8-9

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.



## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
60	Assignments
20	Blogs
20	Personal Statement
100	Total Percent Possible

### Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>

2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commit to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.