



**Philosophical Foundations
CEEF6301
New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2017 Online**

Emily Dean, Ph.D.

Adjunct Professor, Christian Education
Coordinator of Women's Programs
Office: (504) 282-4455 ext.8053
Email: emilywdean@gmail.com

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** To interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. *Theological and historical perspective:* Students will develop a personal view as they compare and contrast secular philosophies with Christian, biblical and historical positions and perspectives.
2. *Disciple making:* Principles and practices of education and underlying theories will be explored and applied to contemporary disciple making methodologies and Christian education programs.
3. *Spiritual and character formation:* Students will compose a personal philosophy of Christian education integrating the concepts, principles, and ideas introduced in this course with their own experiences.

Course Description

Students will study traditional and modern educational philosophies and their respective responses to the metaphysical, epistemological and axiological questions within the historical context of religious and Christian education. Special attention will be given to the major educational theories, structures, approaches and the personalities who presented, promoted, and propagated them. Students will compare and contrast the philosophies and their influence on educational theories and Christian education ministries.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. Apply their knowledge and comprehension of the basic philosophical questions of metaphysics, epistemology, and axiology; and knowledge of the major philosophical movements and their educational implications in order to provide a foundation for the practice of Christian Education in the church.
2. Value the study of philosophy and its implication in the practice of Christian education.
3. Be able to formalize and communicate a personal philosophy of education.

Course Teaching Methodology

The course will involve the following methodologies:

A variety of teaching-learning methods will be employed in this course. Students will engage in personal research, presentations, and class discussions. The professor will present foundational material through lecture and interactive class experiences.

Units of Study

HISTORICAL and PHILOSOPHICAL BACKGROUNDS

- Unit 1: Introduction to Philosophy of Christian Education
- Unit 2: Historical Foundation of Christian Education Pt 1
- Unit 3: The Nature of Philosophy of Christian Education
- Unit 4: Historical Foundation of Christian Education Pt 2
- Unit 5: Traditional Philosophies & Education
- Unit 6: Historical Foundation of Christian Education Pt 3

MODERN PHILOSOPHIES and EDUCATION

- Unit 7: Historical Foundation of Christian Education Pt 4
- Unit 8: Modern Philosophies and Education
- Unit 9: Christian Education in the Post Modern Era
- Unit 10: Contemporary Theories of Education

PHILOSOPHY and CHRISTIAN EDUCATION

- Unit 11: Traditional Philosophies and Educational Theory
- Unit 12: Modern Philosophies and Educational Theory
- Unit 13: A Christian Approach to Education
- Unit 14: Refining a Personal Philosophy of Education

Embedded Assignment

Personal Philosophy. Students will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions.

Textbooks

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Anthony, Michael and Warren Benson. *Exploring the History and Philosophy of Christian Education*. Eugene, OR: Wipf & Stock Publishers, 2003 (printed 2011).

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4th ed. Berrien Springs, MI: Andrews University Press, 2006

Optional Texts

Estep, James R., Michael R. Anthony and Greg R Allison. *A Theology for Christian Education*, Nashville, TN: Broadman and Holman, 2008

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3rd. Grand Rapids, MI: Baker Academic, 2008.

Course Requirements

Unless specified, all papers should be double-spaced, written according to *Turabian* guidelines regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Reading and Quizzes.** Students will read *Exploring the History and Philosophy of Christian Education* as well as *Philosophy and Education*. Students will also be asked to report the quantity of the text read for a numerical grade. Students will be expected to discuss the content of the two texts as well as incorporate ideas and principles presented in these texts into their *Personal Philosophy of Education* paper.
Due Date: 3/6/17
2. **Philosophy of Education Handout.** Students will be assigned one of the five philosophies detailed in *Philosophy and Education*. Students will prepare a 4-6 page handout on an assigned philosophy and related/emerging educational theories. Students should draw on sources beyond the primary texts. Content should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the philosophy and related/emerging educational theories. The document should also include implications for contemporary Christian education. Handouts are expected to be available to other students via discussion boards following the class presentations. Format does not have to be *Turabian*, creativity in design and layout is encouraged. **Due Date: 4/3/17**
3. **Reaction Papers.** Students will also generate a 2-3 page reaction paper detailing how their assigned philosophy and theory relates to the other philosophies and educational theories. Analyze, compare and contrast the principle ideas. **Due Date: 4/10/17**
4. **Philosophy of Education Presentation.** You will prepare and present your assigned educational philosophy and related/emerging theories to the class. The presentation should include some form of a slideshow. The presentation also should be recorded to a video or audio file (use mp3) and then uploaded to the discussion board so that everyone can view it. Specific instructions will be provided through Blackboard communication and in the class. **Due Date: 4/3/17**

5. **Personal Philosophy.** Students will write a *Personal Philosophy of Education*. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions.
Due Date: 5/5/17
6. **Discussion Board.** Students are expected to actively participate in class discussions. A grade will be assessed based upon attendance, attentiveness, and attitude.

Evaluation of Grade

The student's grade will be computed as follows:

Reading	15%
Philosophy and Theory Presentation	15%
Philosophy and Theory Handout	15%
Reaction Paper	10%
Personal Philosophy of Education	30%
Discussion Board	15%

The course will use the NOBTS grading scale as listed below:

A	93-100
B	85-92
C	77-84
D	70-76
E	Below 70

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

[Other paragraphs might be included, such as: expectations for reading assignments, policy on late assignments, academic honesty, classroom demeanor, extra credit]

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Personal Philosophy of Education Guide

1 Peter 3:13-16 says, “*Who is there to harm you if you prove zealous for what is good? But even if you should suffer for the sake of righteousness, you are blessed. And do not fear their intimidation, and do not be troubled, but sanctify Christ as Lord in your hearts, always being ready to make a defense to everyone who asks you to give an account for the hope that is in you, yet with gentleness and reverence; and keep a good conscience so that in the thing in which you are slandered, those who revile your good behavior in Christ will be put to shame.*”

The purpose of this work is to cause you to think through your beliefs about ministry philosophy and to be able to make a biblical and rational defense of those concepts.

Use the following components of a personal philosophy of ministry, **Biblical Matters**, **Theological Matters**, **Philosophical Matters**, and **Praxis Matters**, to outline your personal philosophy of ministry in the areas listed below. Be sure to explain each of the components (Biblical, Theological, Philosophical, Praxis) for each area listed below **completely** giving scriptural evidence for your reasons. Cite the Scripture, and explain how it supports your position. See the grading rubric following.

1. The Purpose of Education
2. The Role and Nature of the Teacher
3. The Role and Nature of the Learner
4. Purpose and Goals of Curriculum
5. Instructional Methodology
6. Learning Environment
7. Outcomes and Assessment

Selected Bibliography

- Aquinas, Thomas. *A Summa of the Summa: The Essential Philosophical Passages of St. Thomas Aquinas' Summa Theologica*, Peter Kreeft, ed. San Francisco: Ignatius Press, 1990.
- Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press, 1994.
- Augustine, Bishop of Hippo. *Against the Academics*, trans. by John J. O'Meara. New York: Newman Press, 1951.
- _____. *Augustine: On Education*, trans. by George Howie. Chicago: Regnery, 1969.
- _____. *The Teacher: The Free Choice of the Will. Grace and Free Will*, trans. by Robert P. Russell. Washington, D.C.: Catholic University of America Press, 1968.
- Bayles, Martha. *Hole in Our Soul: The Loss of Beauty and Meaning in American Popular Music*. New York: Free Press, 1994.
- Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Touchstone, 1996.
- Berry, Wendell. *Life is a Miracle: An Essay Against Modern Superstition*. Washington, D.C.: Counterpoint, 2000.
- Berryman, Jerome. *Godly Play: An Imaginative Approach to Religious Education*. Minneapolis: Augsburg, 1995.
- Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.
- Bowlin, John R. *Contingency and Fortune in Aquinas's Ethics*. Cambridge, NY: Cambridge University Press, 1999.
- Bowman, Locke E. *Teaching for Christian Hearts, Souls and Minds: A Constructive, Holistic Approach to Christian Education*. San Francisco: Harper & Row, 1990.
- Budde, Michael L. and John Wesley Wright. *Conflicting Allegiances: The Church-Based University in a Liberal Democratic Society*. Grand Rapids, MI: Brazos Press, 2004.
- Burgess, Harold William. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective*. Wheaton, Ill: Victor Books, 1996.
- Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.
- Byrne, Dara N. and Juan Williams. *Brown v. Board of Education: Its Impact on Public Education, 1954-2004*. Brooklyn, N.Y.: Word for Word Pub. Co., 2005.
- Byrne, Herbert W. *John Wesley and Learning*. Salem, OH: Schmul Pub. Co., 1997.
- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, Mich.: Zondervan, 2004.
- Clement of Alexandria. *Christ the Educator*, trans. by Simon P. Wood. New York: Fathers of the Church, Inc., 1954.
- Coe, George Albert. *What is Christian Education?*. New York: Scribner, 1935.
- Colson, Charles and Anne Morse. *Burden of Truth: Defending Truth in an Age of Unbelief*. Wheaton, Ill: Tyndale House, 1997.
- Colson, Charles and Nancy Pearcey. *A Dance with Deception: Revealing the Truth Behind the Headlines*. Dallas: Word, 1993.
- Darwin, Charles. *The Origin of the Species: by Means of Natural Selection of the Preservation of Favored Races in the Struggle for Life*. New York: Hurst and Co., n.d.

- Dembski, William A., ed. *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, Ill.: InterVarsity Press, 1998.
- DeMolen, Richard L., ed. *Erasmus*. New York: St. Martin's Press, 1973.
- Dewey, John. *Education Today*. ed. by Joseph Ratner. New York: Greenwood Press, 1969.
- _____. *John Dewey: His Contribution to the American Tradition*, ed. by Irwin Edman. Indianapolis: Bobbs-Merrill, 1955.
- _____. *John Dewey on Education: Selected Writings*. ed. by Reginald D. Archambault. New York: Modern Library, 1964.
- Dockery, David S., ed. *The Challenge of Postmodernism: An Evangelical Engagement*. Grand Rapids: Baker, 1997.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman & Holman, 1995.
- Eldridge, Daryl, ed. *The Teaching Ministry of the Church: Integrating Biblical Truth and Contemporary Application*. Nashville: Broadman & Holman, 1995.
- Eliot, T. S. *Christianity and Culture*. New York: Harcourt, Brace and Jovanovich, 1968.
- Erasmus, Desiderius. *Christian Humanism and the Reformation: Selected Writings*, with *The Life of Erasmus*, by Beatus Rhenanus, ed. by John C. Olin. New York: Harper and Row, 1965.
- Feinberg, Joel and Russ Shafer-Landau. *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*, 10th ed. Belmont, CA: Wadsworth Pub., 1999.
- Frederick, Eby. *Early Protestant Educators; the Educational Writings of Martin Luther, John Calvin, and Other Leaders of Pretestant Thought*. New York: McGraw-Hill Book Company, inc., 1931.
- Freire, Paulo. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, trans. by Robert R. Barr. New York: Continuum, 1994.
- Gale, Richard M. *The Divided Self of William James*. Cambridge, NY: Cambridge University Press, 1999.
- Gangel, Kenneth O. and Warren S. Benson. *Christian Education: Its History and Philosophy*. Chicago: Moody Press, 1983.
- Gardner, Howard. *The Disciplined Mind: What all Students should Understand*. New York: Simon & Schuster, 1999.
- Geisler, Norman L., and Ronald M. Brooks. *When Skeptics Ask: A Handbook of Christian Evidence*. Wheaton, Ill.: Victor, 1998.
- Gibbs, Eugene S., ed. *A Reader in Christian Education Foundations and Basic Perspectives*. Grand Rapids: Baker Book House, 1992.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.
- Harris, Maria and Gabriel Moran. *Reshaping Religious Education: Conversations on Contemporary Practice*. Louisville, KY: Westminster John Knox Press, 1998.
- Ignatius of Loyola. *The Spiritual Exercises of St. Ignatius*, trans. by Anthony Mottola. New York: Image Books, 1964.
- Jacobsen, Douglas G. and Rhonda Hustedt Jacobsen. *Scholarship and Christian Faith: Enlarging the Conversation*. Oxford: Oxford University Press, 2004.

- Jaki, Stanley S. *Means to Message: A Treatise on Truth*. Grand Rapids, MI: Eerdmans Pub., 1999.
- James, William. *Talks to Teachers on Psychology and to Students on Some of Life's Ideals*. New York: Henry Holt and Co., 1905.
- _____. *The Philosophy of William James*. New York: Random House, ND.
- Johnson, Philip E. *Darwin on Trial*, 2nd ed. Downers Grove, Ill.: Inter Varsity Press, 1993.
- _____. *Defeating Darwinism: By Opening Minds*. Downers Grove, Ill.: InterVarsity Press, 1997.
- _____. *Objections Sustained: Subversive Essays on Evolution, Law, and Culture*. Downers Grove, Ill.: InterVarsity Press, 1998.
- _____. *Reason in the Balance: The Case against Naturalism in Science, Law, and Education*. Downers Grove, Ill.: InterVarsity Press, 1995.
- Kennedy, James C. and Caroline Joyce Simon. *Can Hope Endure?: A Historical Case Study in Christian Higher Education*. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2005.
- Klemke, E. D., A. David Kline, and Robert Hollinger, eds. *Philosophy: Contemporary Perspectives on Perennial Issues*, 4th ed. New York: St. Martin's Press, 1994.
- Lee, James Michael. *The Content of Religious Instruction: A Social Science Approach*. Birmingham: Religious Education Press, 1985.
- _____. *The Flow of Religious Instruction: A Social Science Approach*. Mishawaka, Ind.: Religious Education Press, 1975.
- _____. *The Shape of Religious Instruction: A Social-Science Approach*. Dayton, Ohio: Pflaum, 1971.
- Leslie, John, ed. *Modern Cosmology & Philosophy*. Amherst, NY: Prometheus Books, 1998.
- Luther, Martin. *A Short Explanation of Dr. Martin Luther's Small Catechism*, ed. by the Evangelical Lutheran Synod of Missouri, Ohio, and other states. River Forest, Ill.: Koehler Pub. Co., 1963.
- Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1994.
- Martin, Robert K. *The Incarnate Ground of Christian Faith: Towards a Christian Theological Epistemology for the Educational Ministry of the Church*. Lanham, MD: University Press of America, 1998.
- McDermott, John J., ed. *The Philosophy of John Dewey*. New York: York, Putnam Sons, 1973.
- McGreal, Ian P., ed. *Great Thinkers of the Western World: The Major Ideas and Classic Works of More than 100 Outstanding Western Philosophers, Physical and Social Scientists, Psychologists, Religious Writers, and Theologians*. New York: Harper Collins Publishers, 1992.
- Miller, Randolph Crump. *Biblical Theology and Christian Education*. New York: Scribner, 1956.
- _____. *The Clue to Christian Education*. New York: Scribner, 1950.
- _____. *Education for Christian Living*. Englewood Cliffs, N.J.: Prentice-Hall, 1956.
- _____. *The Theory of Christian Education Practice: How Theology Affects Christian Education*. Birmingham: Religious Education Press, 1980.
- Millard, Catherine. *The Rewriting of America's History*. Camp Hill, PA: Horizon House Publishers, 1991.
- Moran, Gabriel. *Religious Education as a Second Language*. Birmingham: Religious Education Press, 1989.

- _____. *Religious Education Development: Images for the Future*. Minneapolis: Winston Press, 1983.
- Mullett, Michael A. *Martin Luther*. London: Routledge, 2004.
- Myers, Ken. *All God's Children and Blue Suede Shoes: Christians and Popular Culture*. Westchester, Ill.: Crossway, 1989.
- Nash, Ronald. *The Closing of the American Heart: What's Really Wrong with America's Schools*. Dallas: Word, 1990.
- Nietzsche, Friedrich, trans. by Richard T. Gray. *Unpublished Writings from the Period of Unfashionable Observations*. Stanford, CA: Stanford University Press, 1999.
- Origen. *Origen on First Principles*, trans. by G. W. Butterworth. New York: Harper and Row, 1966.
- Paffenroth, Kim and Kevin L. Hughes, eds. *Augustine and Liberal Education*. Aldershot, England: Ashgate, 2000.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, Grand Rapids, MI: Baker Academic, 2001.
- _____. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*, 2nd ed. Grand Rapids, Michigan: Baker Book House, 1997.
- _____. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1992.
- Peterson, Michael L. *With All Your Mind: A Christian Philosophy of Education*. Notre Dame: University of Notre Dame Press, 2001.
- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, Mich.: Baker Academic, 2004.
- Rickman, H.P. *The Challenge of Philosophy*. London: Open Gate Press, 2000.
- Rousseau, Jean-Jacques. *Emile: or, On Education*, trans. by Allan Bloom. New York: Basic Books, 1979.
- Sawicki, Marianne. *The Gospel in History: Portrait of a Teaching Church: The Origins of Christian Education*. New York: Paulist Press, 1988.
- Schaeffer, Francis. *The Church at the End of the Twentieth Century: Including, the Church Before the Watching World*. Wheaton, Ill.: Crossway, 1994.
- _____. *The Complete Works of Francis A. Schaeffer: A Christian Worldview*. Westchester, Ill.: Crossway, 1982.
- Schipani, Daniel S. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.
- Schuller, David S., ed. *Rethinking Christian Education: Explorations in Theory and Practice*. St. Louis, MO: Chalice Press, 1993.
- Seymour, Jack L., ed. *Mapping Christian Education: Approaches to Congregational Learning*. Nashville: Abingdon Press, 1997.
- Shapiro, Ben. *Brainwashed: How Universities Indoctrinate America's Youth*. Nashville: WND Books, 2004.
- Sidorsky, David, ed. *John Dewey: The Essential Writings*. New York: Harper & Row, 1977.
- Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*, 3rd ed. Downers Grove, Ill.: InterVarsity Press, 1997.

- Smart, Ninian. *Worldviews: Crosscultural Explorations of Human Beliefs*, 2nd ed. Englewood Cliffs, N.J.: Prentice Hall, 1995.
- Solomon, Robert C. *The Joy of Philosophy: Thinking This Versus the Passionate Life*. New York: Oxford University Press, 1999.
- Tisdell, Elizabeth J. *Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey-Bass, 2003.
- Vieth, Gene Edward. *Postmodern Times: A Christian Guide to Contemporary Thought and Culture*. Wheaton, Ill.: Crossway, 1994.
- Vieth, Gene Edward, and Andrew Kern. *Classical Education: Towards the Revival of American Schooling*. Washington, D. C.: Capital Research Center, 1997.
- Vieth, Paul H. *Teaching for Christian Living: A Practical Discussion on the Principles and Practice of Making a Curriculum for the Church School Which Shall Center in Life Experience*. St. Louis: Bethany, 1929.
- _____. *The Church School: The Organization, Administration, and Supervision of Christian Education in the Local Church*. Philadelphia: Christian Education Press, 1957.
- Vryhof, Steven C. *Between Memory and Vision: The Case for Faith-Based Schooling*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 2004.
- Westerhoff, John H., III and O. C. Edwards, Jr. eds. *A Faithful Church: Issues in the History of Catechesis*. Wilton, Conn.: Morehouse-Barlow Co., 1981.
- Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Wheaton, Ill.: Crossway, 1991.
- Wolterstorff, Nicholas, Clarence W. Joldersma, and Gloria Goris Stronks. *Educating for Shalom: Essays on Christian Higher Education*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 2004.
- Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961.

Rubric for Personal Philosophy Paper CEEF 6301

Christian Education Division, New Orleans Baptist Theological Seminary

Student: _____ Date: ___/___/___

Professor: _____

ELEMENT	Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
Understanding	Shows inadequate understanding of educational philosophy	Shows adequate understanding of educational philosophy	Shows good understanding of educational philosophy	Shows excellent understanding of educational philosophy	___/10
	Demonstrates little or no understanding of a philosophy of Christian Education	Demonstrates some understanding of a philosophy of Christian Education	Demonstrates good understanding and reflection on philosophy of Christian Education	Demonstrates excellent understanding and reflection on philosophy of Christian Education	___/10
	Fails to include Philosophy elements or components	Includes some Philosophy elements or components	Includes most Philosophy elements or components	Includes all Philosophy elements or components	___/10
	Provides no scriptural support for any components of the philosophy	Provides scriptural support for some components of the philosophy	Provides scriptural support for most components of the philosophy	Provides scriptural support for each component of the philosophy	___/10
Total:					___/40

ELEMENT	Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
Application	Shows inadequate integration of biblical theology with philosophy	Shows adequate integration of biblical theology with philosophy	Shows good integration of biblical theology with philosophy	Shows excellent integration of biblical theology with philosophy	___/10
	Makes poor practical application to teaching ministry	Makes adequate practical application to teaching ministry	Makes good practical application to teaching ministry	Makes excellent practical application to teaching ministry	___/10
	Fails to explain ideas clearly and concisely	Explains some ideas clearly and concisely	Explains most ideas clearly and concisely	Explains all ideas clearly and concisely	___/10
	Poor development of personal philosophy of Christian education	Adequate development of personal philosophy of Christian education	Good development of personal philosophy of Christian education	Excellent development of personal philosophy of Christian education	___/10

Total:	___/40
---------------	--------

ELEMENT		Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
Communication	Organization	Uses an incoherent structure that fails to group related ideas	Uses an inconsistent structure that attempts to group related ideas	Uses a structure that groups some related ideas in a logical progression	Uses a consistent structure that groups related ideas in a logical progression	___/5
		Demonstrates poor writing skills: structure, grammar, word usage, spelling	Demonstrates adequate writing skills: structure, grammar, word usage, spelling	Demonstrates good writing skills: structure, grammar, word usage, spelling	Demonstrates excellent writing skills: structure, grammar, word usage, spelling	___/5
	Style	Shows poor use of Turabian writing guidelines in headings, spacing, and citations	Shows adequate use of Turabian writing guidelines in headings, spacing, and citations	Shows proficient use of Turabian writing guidelines in headings, spacing, and citations	Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations.	___/5
	Writing Mechanics	Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and requires revision.	Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.	Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	___/5
Total:						/20
Total Score						___/100

Additional Comments: