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.

**Purpose of the Course**
The purpose of this course is to introduce educational philosophies and theories that have influenced Christian education and guide students to formulate a personal philosophy of education.

**Core Value Focus**
*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*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.

*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.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is *Doctrinal Integrity*.

**Curriculum Competencies Addressed**
This course will address the following curriculum competencies:

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**

This course is a study of educational philosophies that have influenced Christian education because of their respective responses to the metaphysical, epistemological and axiological questions. The study provides an investigation into the contemporary influence of alternative philosophies on the ministry of Christian education.

**Learning Objectives**

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 Christian education.

**Required Readings**

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

**Required Texts**


**Optional Texts**


**Course Teaching Methodology**

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**

**BASIC CONCEPTS**

- Unit 1: The Nature of Philosophy and Education
- Unit 2: Philosophic Issues in Education
  - Metaphysics, Epistemology, and Axiology

**PHILOSOPHY and EDUCATION**

- Unit 3: Traditional Philosophies and Education
  - Idealism, Realism, Neo-Scholasticism
- Unit 4: Modern Philosophies and Education
  - Pragmatism, Existentialism
- Unit 5: The Postmodern Impulse
- Unit 6: Contemporary Theories of Education
- Unit 7: Analytic Philosophy and Education

**PHILOSOPHY and CHRISTIAN EDUCATION**

- Unit 8: The Necessity of Building a Personal Philosophy of Education
- Unit 9: A Christian Approach to Philosophy
- Unit 10: A Christian Approach to Education

**A THEOLOGY for CHRISTIAN EDUCATION**

- Unit 11: The Nature of Theology and Education
- Unit 12: What Makes Education Christian
- Unit 13: Biblical Principles for a Theology for Christian Education
- Unit 14: Toward a Theologically Informed Approach to Education

**Delivery Method.** Course will be offered as a workshop, internet, and workshop.
Assignments and Evaluation Criteria

Unless specified, all papers should be double-spaced, written according to the most recent edition of Turabian regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Quizzes.** Students will read the Knight text and will take quizzes on the information found in that book. Reading and quizzes will follow the reading list found below. Reading quizzes cannot be taken at a later date.

   - **Quiz #1:** *The Nature of Philosophy and Education* Philosophic Issues in Education pp. 3-14
   - **Quiz #2:** *Traditional Philosophies and Education* pp. 15-40
   - **Quiz #3:** *Modern Philosophies and Education* The Postmodern Impulse pp. 41-64
   - **Quiz #4:** *The Necessity of Building a Personal Philosophy of Education* pp. 65-88
   - **Quiz #5:** *Analytic Philosophy and Education* The Postmodern Impulse pp. 89-102

2. **Small Group Presentations.** Students will be assigned to one of five small groups. Each group will prepare and present an assigned philosophy and an education theory. Class time will be used to refine group presentations. Specific instructions will be provided.

3. **Exams:** Students will successfully complete two exams, one on _____ Due Date: _____ and a second one on _____ Due Date: __. A study guide and review will be provided for each.

4. **Reading Assignment.** Students will read *A Theology for Christian Education*. Students will be expected to incorporate ideas and principles presented in this text into their *Personal Philosophy of Education* paper. Students will also be asked to report the quantity of the text read for a numerical grade. Due Date: ________

5. **Personal Philosophy.** Students will write a *Personal Philosophy of Education* 9-10 pages in length. This work should be typed and double-spaced following the guidelines of the current edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions. Due Date: ________

6. **Participation.** Students are expected to actively participate in class discussions. A grade will be assessed based upon attendance, attentiveness, and attitude.
Course Policies

Assignment Submission
All assignments are to be submitted on the due date. Late assignments will incur an initial 10-point penalty and accumulate a one-point penalty for each additional day. If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments.

Assignment Format
All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be attached with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf.

Absences
Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 3-hour course is nine classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

Classroom and On-line Decorum
Classroom participation is required for every class session due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a positive attitude and participation are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected to:

• Come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
• Dress appropriately and in accordance with the NOBTS Student Handbook (i.e., no ball caps or flip-flops).
• Turn off cell phones and not to accept any phone calls during class.
• Use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

Netiquette
Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.
Academic Honesty Policy
All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Grading Scale
A  100-93   B  92-85   C  84-77   D  76-70   F  69 and below

Grading
Quizzes  15%
Exams    30%
Presentations  15%
Reading Assignment  10%
Personal Philosophy of Education  25%
Participation       5%

Suggested Course Schedule

Class Session  Date  Topic of Study
1 A/B   TBA  Course Introductions and Overview
         TBA  The Nature of Philosophy and Education
2 A/B   TBA  Quiz #1 Metaphysics
         TBA  Epistemology
3 A/B   TBA  Axiology
         TBA  A Christian Philosophy
         TBA  Discussion of A Theology for Christian Education Chp 1-2
4 A/B   TBA  Quiz #2 / Group Preparation #1
         TBA  Idealism / Realism
5 A/B   TBA  (Neo) Scholasticism / Philosophies Review
         TBA  Quiz # 3 / Pragmatism /
6 A/B   TBA  Existentialism / The Post Modern Impulse
         TBA  The Post Modern Impulse /Discussion and Exam Preparation
7A/B   TBA  Exam 1
         TBA  Group Preparation #2
8A/B   TBA  Quiz # 4  Intro to Theories of Education
TBA  Progressivism / Perennialism

9A/B  TBA  Essentialism / Reconstructivism
      TBA  Behaviorism / Analytic Philosophy and Education

10 A/B  TBA  Review and Exam Prep
      TBA  Exam 2

11 A/B  TBA  Quiz #5  A Christian Philosophy Introduction
      TBA  A Christian Philosophy

12A/B  TBA  Discussion of *A Theology for Christian Education Chap 4-10*
      TBA  Discussion of *A Theology for Christian Education Chap 4-10*

13A/B  TBA  Discussion of *A Theology for Christian Education Chap 11*
      TBA  Discussion of *A Theology for Christian Education Conclusion*

14A/B  TBA  Refining A Personal Christian Philosophy
      TBA  Refining A Personal Christian Philosophy

Final  TBA  Personal Philosophy Paper Due

**Selected Bibliography**


Philosophical Foundations CEEF 6301  
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 the things that you believe and to be able to make a biblical defense of those concepts. Answer each of the following questions completely giving scriptural proofs for your reasons. Quote the Scripture, and explain how it backs your position.

**Metaphysical Questions:**
1. What is ultimately real?
2. Where did the universe come from?
3. Why do we exist?

**Epistemological Questions:**
1. What is true?
2. Is truth relative or absolute?
3. Is knowledge subjective or objective?

**Axiological Questions:**
What is of value?

**Ethics:**
1. What is good?
2. Are ethical standards and moral values absolute or relative?
3. Does the end ever justify the means?
4. Who or what forms the basis of ethical authority?

**Aesthetics:**
1. What is beautiful?
2. What is “good” art? By what standard, if any, can art be labeled “beautiful” or “ugly?”
3. Does beauty inhere in the art object itself, or does the eye of the beholder supply beauty?

**Educational Principles:**
1. What is the purpose of education?
2. What is the role of the teacher?
3. What is the role of the learner?
4. What is the appropriate curriculum for education?