Foundations in Christian Education
CEEF6301
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Spring 2019

Emily Dean, Ph.D.
Adjunct Professor
Director of Women’s Academic Programs & Organizations
emilywdean@gmail.com
Office: 504-282-4455 ext. 8053

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 study 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.

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 2018-2019 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.

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.

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

**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

Assignments and Evaluation Criteria
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. Five quizzes will be given throughout the semester on the unit reading. 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: 5/7/19**

2. **Philosophy of Education Presentation and Handout.** Students will be assigned one of the five philosophies detailed in *Philosophy and Education*. Students will prepare a class presentation and 5-6 page companion 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 (3-4 pages) and related/emerging educational theories (1 page). The document should also include implications for contemporary Christian education (1 page). 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. **Preliminary presentation and handout Due: 3/26/19**

3. **Reaction Paper.** 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: 4/16/19**

4. **Group Presentations.** Students with the same assigned philosophy will be teamed together and expected to collaborate to prepare and present the assigned philosophy and an educational theories to the class. Presentations will be scheduled during class time. **Due Date: 3/26/19 – 4/2/19**

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: 5/10/19**

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

**Course Policies**

**Writing Assignments:** 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.

**Evaluation of Grade**

The student's grade will be computed as follows:

- Reading and Quizzes 15%
- Philosophy and Theory Presentation 15%
Philosophy and Theory Handout 15%
Team Presentations 15%
Reaction Paper 10%
Personal Philosophy of Education 20%
Class Participation 10%

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.

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.

Late Work
An automatic 10-point deduction will be taken for work submitted after the due date. Additional points will be deducted based on the number of days the submission is late.

Suggested Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Topic of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22</td>
<td>1A</td>
<td>Course Introductions and Overview</td>
</tr>
<tr>
<td>1/22</td>
<td>1B</td>
<td>Hebrew Origins of Christian Education (Anthony, Ch 1)</td>
</tr>
</tbody>
</table>
1/29  2A  Greek Education and Philosophical Thought (Anthony, Ch 2)
1/29  2B  Roman Education and Philosophical Thought (Anthony, Ch 3)
2/5   3A  The Nature of Theology and Education (Knight, Ch 1)
2/5   3B  Philosophic Issues in Education  (Knight, Ch 2)
2/12  4A  Christian Education in the Early Church (Anthony, Ch 4)
2/12  4B  Christian Education in the Middle Ages (Anthony, Ch 5)
2/19  5A  Traditional Philosophies and Education (Knight, Ch 3)
2/19  5B  Christian Education in the Renaissance (Anthony, Ch 6)
2/26  6A  Christian Education in the Reformation (Anthony, Ch 7)
2/26  6B  European Origins of Modern C. E.  (Anthony, Ch 8)
3/5   7A  Early Origins of the Sunday School Movement (Anthony, Ch 9)
3/5   7B  Christian Education in Colonial America (Anthony, Ch 10)
3/12  8A  Modern Philosophies and Education (Knight, Ch 4)
3/12  8B  Christian Education in the Nineteenth Century (Anthony Ch 11)
3/18-3/22  Spring Break
3/26  9A  Presentation – Idealism
3/26  9B  Presentation – Realism
3/26  10A  Presentation – Neo Scholasticism
4/2   10B  Presentation - Pragmatism
4/2   11A  Presentation – Existentialism
4/9   11B  Christian Education in the Twentieth Century (Anthony Ch 12)
4/9   12A  The Post Modern Impulse /Intro to Theories of Education (Ch 5)
4/16  12B  Contemporary Theories of Education (Ch 6)
        Analytic Philosophy and Education (Ch 7)
4/16  13A  Philosophical Foundations of Christian Education (Anthony Ch 13)
        Developing a Personal Philosophy of Ministry (Anthony Ch 14)
4/23  13B  A Christian Approach to Philosophy (Chs 8-9)
4/30  14A  A Christian Approach to Education (Ch 10)
5/7   14B  Refining a Personal Philosophy of Education
5/10  15A  Final – Personal Philosophy Paper Due
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 about ministry philosophy and to be able to make a biblical 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.

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


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.


# Rubric for Personal Philosophy Paper CEEF 6301

Discipleship and Ministry Leadership Division, New Orleans Baptist Theological Seminary

### Student: __________________________ Date: ___/_____/_____

### Professor: __________________________

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Shows inadequate understanding of educational philosophy</td>
<td>Shows adequate understanding of educational philosophy</td>
<td>Shows good understanding of educational philosophy</td>
<td>Shows excellent understanding of educational philosophy</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Demonstrates little or no understanding of a philosophy of Christian Education</td>
<td>Demonstrates some understanding of a philosophy of Christian Education</td>
<td>Demonstrates good understanding and reflection on philosophy of Christian Education</td>
<td>Demonstrates excellent understanding and reflection on philosophy of Christian Education</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Fails to include Philosophy elements or components</td>
<td>Includes some Philosophy elements or components</td>
<td>Includes most Philosophy elements or components</td>
<td>Includes all Philosophy elements or components</td>
<td>___/10</td>
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<tr>
<td></td>
<td>Provides no scriptural support for any components of the philosophy</td>
<td>Provides scriptural support for some components of the philosophy</td>
<td>Provides scriptural support for most components of the philosophy</td>
<td>Provides scriptural support for each component of the philosophy</td>
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<td><strong>Total:</strong></td>
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<thead>
<tr>
<th>ELEMENT</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td>Shows inadequate integration of biblical theology with philosophy</td>
<td>Shows adequate integration of biblical theology with philosophy</td>
<td>Shows good integration of biblical theology with philosophy</td>
<td>Shows excellent integration of biblical theology with philosophy</td>
<td>___/10</td>
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<tr>
<td></td>
<td>Makes poor practical application to teaching ministry</td>
<td>Makes adequate practical application to teaching ministry</td>
<td>Makes good practical application to teaching ministry</td>
<td>Makes excellent practical application to teaching ministry</td>
<td>___/10</td>
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<tr>
<td></td>
<td>Fails to explain ideas clearly and concisely</td>
<td>Explains some ideas clearly and concisely</td>
<td>Explains most ideas clearly and concisely</td>
<td>Explains all ideas clearly and concisely</td>
<td>___/10</td>
</tr>
<tr>
<td>Poor development of personal philosophy of Christian education</td>
<td>Adequate development of personal philosophy of Christian education</td>
<td>Good development of personal philosophy of Christian education</td>
<td>Excellent development of personal philosophy of Christian education</td>
<td>___/10</td>
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<thead>
<tr>
<th>ELEMENT</th>
<th>Unsatisfactory 0 - 1</th>
<th>Partially Proficient 2-3</th>
<th>Proficient 4</th>
<th>Exemplary 5</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Uses an incoherent structure that fails to group related ideas</td>
<td>Uses an inconsistent structure that attempts to group related ideas</td>
<td>Uses a structure that groups some related ideas in a logical progression</td>
<td>Uses a consistent structure that groups related ideas in a logical progression</td>
<td>___/5</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates poor writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates adequate writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates good writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates exemplary writing skills: structure, grammar, word usage, spelling</td>
<td>___/5</td>
</tr>
<tr>
<td>Style</td>
<td>Shows poor use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows adequate use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows proficient use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>___/5</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and requires revision.</td>
<td>Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.</td>
<td>Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.</td>
<td>Edits the text with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>___/5</td>
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<td><strong>Total:</strong></td>
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<td><strong>Total Score</strong></td>
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Additional Comments: