



CEEF6301 Foundations of Christian Education **New Orleans Baptist Theological Seminary** **Division of Discipleship and Ministry Leadership** **Fall Term 2020**

Monday CIV from NGG to SGG, JVG, and PCG
Bi-weekly class 9:30 AM – 11:20 AM
8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/16, 12/7

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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 *Mission Focus*.

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.

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

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

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

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.

Due Date: 9/28 & 12/7

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.

Students will read the required text in its entirety by following the weekly reading schedule. Completing reading before each class session is intended to improve understanding of course content and enhance discussion participation. ***Students will be asked to indicate reading percentage of the required text at two class sessions during the semester.***

Philosophical and historical reading is extremely dense and somewhat difficult to read. It may help you to read the summary of the chapters first, then go back and read, knowing the major point(s) that will be reviewed within that chapter. If you do not understand a major point, re-read the section. Although this reading will take you a long time, it is challenging your critical thinking skills. Mark the sections you find particularly difficult and bring them up in the seminar.

2. Historical Group Presentations.

Due Date: 9/28

Students will discover the historical foundation of Christian education. Students will research a historical period to investigate the influence of Christian education. Students will prepare a slide deck of between 25-30 slides presenting one historical period of Christian education. The instructor will make assignments to the students for which period they will cover. Depending on the size of the class, the assignment may be completed as a group project.

The periods are:

1. Christian Education in Hebrew Origins
2. Christian Education in the Greek and Roman Ages
3. Christian Education in the Middle Ages
4. Christian Education in the Renaissance
5. Christian Education in the Reformation

The slide deck will cover events in each period of significance to Christian education. The deck should provide slides to describe major historical events, significant thought-leaders, the state of the church, negative aspects, positive attributes, and application for the contemporary church. The deck should describe how the student's personal philosophy is informed by events or philosophies in the assigned period. Creativity is encouraged in the presenting of their project. Creative elements may include pictures, video, flash animation, songs, skits, first person monologue, or interview.

The student should use five sources outside their textbooks in the research for the presentation. The sources should be listed on the last slide.

A one-page hand out will be prepared so that the class may follow along and take notes. The handout will include an outline of the presentation. The class will follow up the presentation by collaborating on feedback and comments.

3. Philosophy of Education Presentation and Handout.

Due Date: 11/9

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.

4. Reaction Paper.

Due Date: 11/16

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.

5. Personal Philosophy. (Embedded Assignment)

Due Date: 12/7

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.

6. Participation.

Due Date: Weekly

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. All assignments should be submitted in .doc (Microsoft Word) on Blackboard unless otherwise stated. Please do not submit assignments in pdf.

Policy on Late Assignments

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog*.

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.

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	% of Grade	Due Date
1. Reading and Quizzes	10%	9/28 & 12/7
2. Historical Group Presentations	20%	9/28
3. Philosophy and Theory Presentation	20%	11/9
4. Reaction Paper	10%	11/16
5. Personal Philosophy of Education	35%	12/7
6. Class Participation	5%	Weekly

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2020-2021 catalog.

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

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

Date	Class Session	Topic of Study	Reading Assignment
8/31	1	Course Introductions and Overview Hebrew Origins of Christian Education	(Anthony, Ch 1) (Anthony, Ch 2) (Anthony, Ch 3)
9/14	2	Greek Education and Philosophical Thought Roman Education and Philosophical Thought Christian Education in the Early Church	(Anthony, Ch 4) (Anthony, Ch 5) (Anthony, Ch 6)
9/28	3	Historical Group Presentations 6. Christian Education in Hebrew Origins 7. Christian Education in the Greek and Roman Ages 8. Christian Education in the Middle Ages 9. Christian Education in the Renaissance 10. Christian Education in the Reformation	(Anthony, Ch 7) (Anthony, Ch 8) (Anthony, Ch 9)
10/12	4	Traditional Philosophies and Education European Origins of Modern C. E. Christian Education in Colonial America Christian Education in the Nineteenth Century Early Origins of the Sunday School Movement	(Knight, Ch 1) (Knight, Ch 2) (Knight, Ch 3)
10/26	5	Modern Philosophies and Education Post Modern Impulse /Intro to Theories of Education Christian Education in the Twentieth Century Contemporary Theories of Education	(Knight, Ch 4) (Knight, Ch 5) (Knight, Ch 6)
11/9	6	Philosophical Group Presentations 1. Presentation – Idealism 2. Presentation – Realism 3. Presentation – Neo Scholasticism 4. Presentation – Pragmatism 5. Presentation - Existentialism	(Anthony Ch 12) (Anthony, Ch 10) (Anthony Ch 11) (Anthony Ch 13) (Anthony Ch 14)
11/16	7	A Christian Approach to Education A Christian Approach to Philosophy Philosophical Foundations of Christian Education Developing a Personal Philosophy of Ministry Refining a Personal Philosophy of Education	(Knight, Ch. 7) (Knight, Ch 8) (Knight, Ch 9) (Knight, Ch 10)

12/7	8	The Nature of Theology and Education Philosophic Issues in Education Final – Personal Philosophy Paper Due	
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CEEF6301 Foundations in Christian Education
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 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

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Rubric for Personal Philosophy Paper CEEF 6301

Discipleship and Ministry Leadership 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

LEMENT	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 - 1	Partially Proficient 2-3	Proficient 4	Exemplary 5	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: