



Philosophical Foundations CEEF6301

New Orleans Baptist Theological Seminary

Christian Education Division

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Summer 2015 Online

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 worshipping 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 2014-2015 academic year that Core Value is *Spiritual Vitality*.

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

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

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

Optional Texts

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.

Units of Study

A THEOLOGY for CHRISTIAN EDUCATION

- Unit 1: Theology and Christian Education
- Unit 2: Biblical Principles for Christian Education
- Unit 3: Doctrinal Foundations and Christian Philosophy Pt 1
- Unit 4: Doctrinal Foundations and Christian Philosophy Pt 2
- Unit 5: Doctrinal Foundations and Christian Philosophy Pt 3
- Unit 6: The Christian Educator and Theology

PHILOSOPHY and EDUCATION

- Unit 7: Philosophic Issues in Education
- Unit 8: Philosophies and Education Pt 1
- Unit 9: Philosophies and Education Pt 2
- Unit 10: Theories of Education Pt 1
- Unit 11: Theories of Education Pt 2

PHILOSOPHY and CHRISTIAN EDUCATION

- Unit 12: A Christian Approach to Philosophy
- 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 6th edition regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

1. **Reading.** Students will read *A Theology for Christian Education*, as well as *Philosophy and Education*. Students will be expected to discuss the content of the two text as well as incorporate ideas and principles presented in these texts 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: Monday July 20, 2015**
2. **Class or Black Board Discussions.** Students will respond to questions from the text books. Selected questions from each text will be posed. Students should thoughtfully answer each question. Hybrid and on campus students will have in class discussions. Online students will submit responses in the discussion boards. Specific instructions will be posted.
3. **Philosophy/Theory Handouts.** Students will be assigned two presentations. One of the five philosophies detailed in *Philosophy and Education* and one of the five educational theories discussed in Knight's text. Students will prepare a 3 page handout on each assigned philosophy or theory. Students should draw on sources beyond the primary texts. Content (2 pages) should include brief history, key personalities, principles and ideas, classical and modern expressions and examples of the philosophy or theory. The third page should include implications for contemporary Christian education. Handouts are expected to be available to other students via discussion boards or classroom. Format does not have to be Turabian, creativity in design and layout is encouraged. **Due Date: Friday June 19, 2015, Philosophy Handout; Friday July 3, 2015 Educational Theory Handout**
4. **Reaction Papers.** Students will also generate two 2-3 page reaction papers detailing how their assigned philosophy and theory relates to the other philosophies and theories. Analyze, compare and contrast the principle ideas. **Due Date: Friday June 26, 2015 Philosophy Paper; Friday July 10, 2015 Educational Theory Paper**
5. **Personal Presentations.** Students will prepare and present an assigned philosophy and an educational theory to the class. Coordinate the presentation with the handout and papers produced for assignments three and four. For on campus or hybrid courses the presentations will be scheduled and completed during the on campus time. Online students presentation will submit assignment via Blackboard. Specific instructions will be provided thorough Black Board communication and in the class. **Due Date: Friday June 19, 2015 Philosophy Presentation; July 3, 2015 Educational Theory Presentation**
6. **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 6th edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions. This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading

this assignment is attached to this syllabus. Please complete the assignment according to this rubric. **Due Date: Monday July 20, 2015**

7. **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 Turabian 6th edition regarding footnotes, headings/subheadings, margins, pagination, cover page, etc.

Grading

Reading Assignment	5%
Handouts 2 @ 15 pts ea	30%
Reaction Papers 2 @ 10pts ea	20%
Presentations 2 @ 7.5pts ea	15%
Personal Philosophy of Education	25%
Participation	5%

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

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.

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.

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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?

Rubric for Personal Philosophy Paper CEEF 6301

Christian Education Division, New Orleans Baptist Theological Seminary

Student: _____ Date: ____/____/____

Professor: _____

ELEMENT	Unsatisfactory 0	Partially Proficient 1	Proficient 2	Exemplary 3	Points
Content	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	___/3
	Shows inadequate understanding of educational philosophy	Shows adequate understanding of educational philosophy	Shows good understanding of educational philosophy	Shows excellent understanding of educational philosophy	___/3
	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	___/3
	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	___/3
	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	___/3
	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	___/3

ELEMENT	Unsatisfactory 0	Partially Proficient 1	Proficient 2	Exemplary 3	Points
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	___/3
	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	___/3
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.	___/3
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.	___/3
Total Points:					___/30

Additional Comments:

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