



**Foundations in Christian Education
CEEF6301
New Orleans Baptist Theological Seminary
Church Ministry Division
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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: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is 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. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressing in this course are: Christian Theological Heritage, Disciple Making, Spiritual and Character Formation.

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 of content) should be typed and double-spaced following the guidelines of the NOBTS Manual of Form and Style. 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 (reprinted 2011).

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

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. 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: 5/7/21**
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. **Due Date: 3/25/21**
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: 4/15/21**
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 educational theories to the class. Presentations will be scheduled during class time. **Due Date: 3/25/21 – 4/8/21**
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 NOBTS Manual of Form and Style. See the guide included in this syllabus for further instructions. **Due Date: 5/7/21**
6. **Participation.** 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 and Quizzes	15%
Philosophy and Theory Slideshow	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

Course Schedule

<u>Date</u>	<u>Class Session</u>	<u>Topic of Study</u>
1/19	1A	Course Introductions and Overview
1/21	1B	Hebrew Origins of Christian Education (Anthony, Ch 1)
1/26	2A	Greek Education and Philosophical Thought (Anthony, Ch 2)
1/28	2B	Roman Education and Philosophical Thought (Anthony, Ch 3)
2/2	3A	The Nature of Theology and Education (Knight, Ch 1)
2/4	3B	Philosophic Issues in Education (Knight, Ch 2)
2/9	4A	Christian Education in the Early Church (Anthony, Ch 4)
2/11	4B	Christian Education in the Middle Ages (Anthony, Ch 5)
2/16		No class/Mardi Gras
2/18	5A	Traditional Philosophies and Education (Knight, Ch 3)
2/23	5B	Christian Education in the Renaissance (Anthony, Ch 6)
2/25	6A	Christian Education in the Reformation (Anthony, Ch 7)
3/2	6B	European Origins of Modern C. E. (Anthony, Ch 8)
3/4	7A	Early Origins of the Sunday School Movement (Anthony, Ch 9)
3/9	7B	Christian Education in Colonial America (Anthony, Ch 10)
3/11	8A	Modern Philosophies and Education (Knight, Ch 4)
3/15-3/19		Spring Break
3/23	8B	Christian Education in the Nineteenth Century (Anthony Ch 11)
3/25	9A	Presentation – Idealism
3/30	9B	Presentation – Realism
4/1	10A	Presentation – Neo Scholasticism
4/6	10B	Presentation - Pragmatism
4/8	11A	Presentation – Existentialism
4/13	11B	Christian Education in the Twentieth Century (Anthony Ch 12)
4/15	12A	The Post Modern Impulse /Intro to Theories of Education (Knight, Ch 5)
4/20	12B	Contemporary Theories of Education (Knight, Ch 6) Analytic Philosophy and Education (Knight, Ch 7)
4/22	13A	Philosophical Foundations of Christian Education (Anthony Ch 13) Developing a Personal Philosophy of Ministry (Anthony Ch 14)
4/27	13B	A Christian Approach to Philosophy (Knight, Ch 8-9)
4/29	14A	A Christian Approach to Education (Knight, Ch 10)

5/4	14B	Refining a Personal Philosophy of Education
5/6	15A	Final – Personal Philosophy Paper Due

Course Policies

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.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

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.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

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.

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

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Rubric for Personal Philosophy Paper CEEF 6301
Church Ministry 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	Adequate development of	Good development of	Excellent development of	___/10

	philosophy of Christian education	personal philosophy of Christian education	personal philosophy of Christian education	personal philosophy of Christian education	
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.
Total:					/20	
Total Score					___/100	

Additional Comments: