



CEEF9401 History, Philosophy, and Theology of Christian Education

Fall 2019

New Orleans Baptist Theological Seminary
Division of Discipleship and Ministry Leadership

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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

The purpose of this seminar is to support theological education for Ph.D. students in foundational issues related to educational ministry in schools and churches.

NOBTS Core Values and 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. The Core Value for the 2019-20 academic year is *Spiritual Vitality*.

Course Description

A survey is made of both the historical development of Christian education as well as the philosophical foundations that influenced that development. Receiving special attention are influential personalities, significant movements, and contextual matters that have shaped and continue to shape Christian education. Consideration is given to the impact of these historical factors upon contemporary Christian education ministry and its future expressions. Current philosophical trends are observed and evaluated.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical Exposition:* To Interpret and communicate the Bible accurately.
2. *Theological and Historical Perspective:* To understand and interpret Christian theological heritage and Baptist polity for the church.
3. *Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.
4. *Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

Student Learning Outcomes

1. Students will demonstrate understanding of the scope of the seminar by describing in their own words the place of history, philosophy, and theology in the study and practice of Christian education.
2. Students will demonstrate understanding of the historical precedents, philosophical perspectives, and theological constructs of contemporary Christian Education by doing such things as these:
 - a. Writing and presenting research on educational philosophy and incorporating historical and theological elements as these relate to contemporary Christian education thought and practice.
 - b. Preparing PowerPoint visuals and analytical questions to support the presentation of research to fellow students.
3. Students will demonstrate understanding of the history, philosophy, and theology of Christian Education by writing a post-seminar paper "A Personal Philosophy of Educational Ministry" from seminar research and presentations.

Course Teaching Methodology

This course will utilize directed readings, conversational lecture, academic writing, creative student presentation, and discussion to secure accomplishment of course objectives.

Required Texts

- Dew, James K. Jr and Paul M. Gould. *Philosophy: A Christian Introduction*. Grand Rapids, MI: Baker Publishing, 2019
- Elias, John L. *A History of Christian Education: Protestant, Catholic, and Orthodox Perspectives*. Malabar, FL: Krieger Pub. Co. 2002.
- Estep, James R., Michael J. Anthony, and Gregg R. Allison. *A Theology for Christian Education*. Nashville: B&H Publishers, 2008.
- Knight, George R. *Issues and Alternatives in Educational Philosophy*, 4th ed. Berrien Springs, MI: Andrews University Press, 2008.
- MacCullough, Martha E. *By Design: Developing a Philosophy of Education Informed By a Christian Worldview*, Colorado Springs, CO: Purposeful Design Publications, 2013.
- Peterson, Michael L. *With All Your Mind: A Christian Philosophy of Education*. Notre Dame, Indiana: University of Notre Dame Press, 2001.

Recommended Texts

Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids, MI: Baker Academic, 2001.

_____ and Warren S. Benson. *Exploring the History & Philosophy of Christian Education: Principles for the 21st Century*. Grand Rapids, MI: Kregel Publications, 2003.

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

Assignments and Evaluation Criteria

Late Assignments

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are expected on the due date as indicated in the Course Schedule. Late assignments will not be accepted. **No grades of incomplete will be issued for this course.**

Assignment Formatting

- Use Turabian format for formal papers (unless otherwise indicated).
- Use double space lines and 12-point Times New Roman font
- Revise formal papers to insure correct spelling, proper grammar, and pagination
- Submit with a properly formatted cover page
- Include a Table of Contents for all major papers.
- Post assignments in the Discussion Board on Blackboard for class.
- Submit the assignment in the assignment area in Black board.

Required Assignments Summary

- Session One (Sept 6) Talking Points - After reading is completed, **Due: Sept 3**
- Session Two (Oct 4) Philosophical Movements Chart **Due: Oct 1**
- Session Three (Nov 8) Educational Approaches Paper **Due: Nov 8**
- Session Four (Dec 6) Peer Evaluation & Review **Due: Dec 6**
- Post Seminar (Dec 13) Personal Philosophy Paper **Due: Dec 13**

Pre Seminar Preparation

Pre Seminar Assignments: Review this syllabus and plan your work wisely. You may begin your reading and writing at any time. The faculty recommends strongly that you begin your research on the five major philosophical movements as early as possible. Assignments are due on or before each seminar meeting. You need to prepare for meaningful discussion in each seminar meeting.

Session One: Sept 6, 2019

Session One is an introduction to philosophy and content of the seminar. Faculty presentations will overview the nature of philosophy and its relationship to educational practice in the church and academy.

Submit an annotated list of seven (7) **Talking Points** based on the assigned textbook reading. You may consider questions, insights, critiques, research gaps or general observations. Provide a succinct statement and a 3-5 paragraph explanation/rationale for each talking point (synthesized from the text). Talking Points may be single-spaced and references cited parenthetically. **Submit in Blackboard by Sept 3**

Assignments for the major paper (Educational Approaches) will be made at the first seminar meeting.

Session Two: October 4, 2019

Session Two highlights a discussion of the 6 major philosophical movements. You will construct a chart detailing each philosophy (Idealism, Realism, Scholasticism, Pragmatism, and Existentialism, and Post-Modernism). Each philosophical movement description should include major tenets, key personalities, historical references theological expressions and/or other important notes. A personalized design of the chart is permitted. Similar charts can be found in the Knight and McCullough textbooks. A simple search will result in a plethora of charts and diagrams. The purpose of this assignment is to create a tool useful for Qualifying and Oral Exams preparation. You will be expected to coordinate efforts with other students to generate an interactive and scholarly presentation of an assigned philosophy. Completed charts should be submitted at least three days prior to the class meeting. **Assignment Due: Oct 1**

Session Three, November 6, 2019

Session Three features presentations on foundational Educational Approaches. You will be assigned (at the first seminar meeting) a specific Educational Approach to research and present in class. You will construct an 18-20 page paper and formal presentation articulating the educational approach, historical development, underlying philosophies, complementary or contrarian views, contemporary expression (schools or educational systems). In addition, you will provide a biblical and theological rationale for support or rejection, as well as propose application in local churches/ministries. (Paper should be submitted on or before the seminar meeting.) **Assignment Due: Nov 8**

Session Four, December 6

Session Four focuses on content mastery and writing skills. Peers and professors will evaluate student papers prior to the final seminar meeting. You will be expected to write at least 3 substantial questions concerning philosophical movements and 3-5 questions about educational approaches. **All** students will participate in a **round table Q & A**.

The final assignment is a personal philosophy of Christian Education. The paper should address the following questions in light of the course content. Limit to 5-7 pages: **Due: Dec 13**

- The Role of Scripture in Christian Education
- The Role of God in Christian Education: Father, Son, and. Holy Spirit
- The Role of Pastor-Teacher in Christian Education
- The Role of Learner in Christian Education
- The Role of Method in Christian Education
- The Role of Outcome in Christian Education
- The Role of Social Impact in Christian Education: Church and World

Post Seminar Evaluation

The seminar instructors will evaluate each student to determine an appropriate level of class engagement and overall student performance. For this assessment, students are not compared to other seminar participants or objective assignment evaluations. The evaluation is subjective and based on perceived potential, effort and progress of individual students.

Evaluation of Grade

The student's grade will be computed as follows:

Talking Points (textbook reading)	15 points
Philosophical Movements Chart	25 points
Educational Approaches Research Paper	35 points
Personal Philosophy of Christian Education	15 points
<u>Class Engagement and Student Performance</u>	<u>10 points</u>
	100 points

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.

Absences

Due to the nature of this Ph.D. seminar format there are no absences permitted.

Late Assignments

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are expected on the due date as indicated in the Course Schedule. The due dates for the assignments to be submitted electronically to professor and/or other students is listed above in the "Required Assignments Summary." Submission after the date/time will result in a grade no higher than a B in the seminar.

Grading Scale

Your final grade will be based on your total accumulation of points as indicated under the *Required Assignments Summary* section of this syllabus according to the grading scale in the NOBTS 2016-2017 catalog.

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

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.

Extended Bibliography for Reference

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Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press, 1994.

Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Touchstone, 1996.

Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.

Bowlin, John R. *Contingency and Fortune in Aquinas's Ethics*. Cambridge, NY: Cambridge University Press, 1999.

Bowman, Locke E. *Teaching for Christian Hearts, Souls and Minds: A Constructive, Holistic Approach to Christian Education*. San Francisco: Harper & Row, 1990.

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Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.

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- Colson, Charles, with Anne Morse. *Burden of Truth: Defending Truth in an Age of Unbelief*. Wheaton, Ill: Tyndale House, 1997.
- Dembski, William A., ed. *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, Ill. InterVarsity Press, 1998.
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- Eliot, T. S. *Christianity and Culture*. New York: Harcourt, Brace and Jovanovich, 1968.
- Feinberg, Joel and Russ Shafer-Landau. *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*, 10th ed. Belmont, CA: Wadsworth Pub., 1999.
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- Gibbs, Eugene S., ed. *A Reader in Christian Education Foundations and Basic Perspectives*. Grand Rapids: Baker Book House, 1992.
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- Origen. *Origen on First Principles*, trans. by G. W. Butterworth. New York: Harper and Row, 1966.
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- Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Wheaton, Ill.: Crossway, 1991.
- Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961.
- Yount, William R., ed. *Teaching Ministry of the Church*, 2nd ed. Nashville: Broadman & Holman: 2008