



## CEEF9401 History, Philosophy and Theology of Christian Education

**Fall 2021**

New Orleans Baptist Theological Seminary  
Division of Discipleship and Ministry Leadership

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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.

### **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.

### **Student Learning Outcomes**

By the completion of the course, each student will be able to demonstrate...

1. 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. 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. 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.

## Required Textbooks

- 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*, 4<sup>th</sup> 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.

## Course Teaching Methodology

This course will utilize directed readings, conversational lecture, academic writing, creative student presentation, and discussion to secure accomplishment of course objectives. The seminar meets on the main campus but is available through NOLA2U.

## Course Requirements

All papers should be double-spaced and formatted according to the NOBTS Style Guide <https://www.nobts.edu/resources/pdf/writing/styleguide.pdf> and the 8th edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

## Required Assignments Summary

- Session One (Aug 20) Talking Points - Reading Synthesis, **Due: Aug 18**
- Session Two (Sept 17) Philosophical Movements Chart **Due: Sept 17**
- Session Three (Oct 22) Educational Approaches Paper **Due: Oct 22**
- Session Four (Nov 19) Peer Evaluation & Review **Due: Nov 19**
- Post Seminar (Dec 6) Personal Philosophy Paper **Due: Dec 6**

### ***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 strongly recommends that you begin your research on the six 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: August 20, 2021***

**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 textbooks (synthesize your reading). You may consider questions raised insights, critiques, research gaps or general observations. Provide a succinct statement and a 2-3 paragraph explanation/rationale for each talking point. Talking Points may be single-spaced. **Submit in Blackboard by Aug 18.**

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

### ***Session Two: September 17, 2021***

**Session Two** highlights a discussion of the six major philosophical movements. You will construct a chart detailing each philosophy (Idealism, Realism, Scholasticism, Pragmatism, and Existentialism, and Postmodernism). 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 class discussion as well as Qualifying and Oral Exams preparation. Completed charts should be submitted prior to the class meeting. **Due: Sept 16, 2021**

Theological Foundations. Before the second seminar session, review the Estep text to determine theological constructs and critical issues relating to Christian education methods and practices. Review the Baptist Faith and Message 2000 noting the defined doctrinal topics and the biblical text supporting each. Seminar participants will work together during the seminar session to develop a position paper on the practical expressions of theological foundation pertaining to Christian Education.

Notice: The annual meeting of the Society of Professors of Christian Education is scheduled on Oct 14-16 in Dallas, TX. Since this organization is the primary professional organization for our guild, students encouraged to attend. For more information, see <https://www.spceonline.org>

### ***Session Three: October 22, 2021***

**Session Three** features presentations on foundational Educational Approaches. You will be assigned a specific Educational Approach to research( at the first seminar meeting. Findings will be presented during the third seminar. You will construct an 18-20 page paper and formal presentation articulating the educational approach, historical development, underlying philosophies, complementary or

contrarian views, and 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. Limit your presentation to approximately 20 minutes and include a ppt, prez, etc visual and a listener handout.)

**Due: Oct 22**

### **Session Four: November 19, 2021**

**Session Four** focuses on content mastery and writing skills. Peers and professors will assess student papers prior to the seminar meeting and discuss findings and evaluation during the final session. An evaluation rubric is available on Blackboard. You are expected to make corrections and submit a revised version of the research paper by the end of the semester. **Due Dec 6, 2021**

You will be expected to write at least three substantial questions concerning philosophical movements and three 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 6**

- 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

### **Course Policies**

**Academic Policies:** Academic policies relate 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\*](#).

**Absences:** Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

**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.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

**Assignment Grading:** Assignments requiring grading will be returned to the student within a reasonable period of time. Feedback on graded assignments is provided through the grading rubric located in Blackboard. You will find comments in the grading rubric, as well as on graded paper assignments.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Cell phones:** Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course

**Classroom Decorum:** Your participation is required for every session. You are expected to:

- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.
- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.

**Disabilities and Accommodations:** New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such

accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case-by-case basis pursuant to the criteria enumerated above.

**Diversity:** NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe our students and graduates have the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, NOBTS is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

**Laptops:** Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

**Late Assignments:** Late assignments will be accepted with a penalty. Expect a 10% grade reduction for each week late. Approval to submit a late assignment must be obtained.

**Netiquette:** Netiquette refers to appropriate online behavior in Blackboard or other online discussions. You are expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. You are 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.

**Plagiarism:** 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.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and CampusNexus Student:** You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

### **Help for Writing Papers at “The Write Stuff”**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Special Needs:** (See Disabilities and Accommodations) If you need an accommodation for any other special need, please set up a time to meet with the professor(s).

## **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
2. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
3. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## **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.
- Burgess, Harold William. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective*. Wheaton, Ill: Victor Books, 1996.
- Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.
- Carr, David. *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*. New York: Routledge Falmer, 2003.
- Clement of Alexandria. *Christ the Educator*, trans. by Simon P. Wood. New York: Fathers of the Church, Inc., 1954.
- Coe, George Albert. *What is Christian Education?.* New York: Scribner, 1935.
- Dembski, William A., ed. *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, Ill. InterVarsity Press, 1998.

*John Dewey on Education: Selected Writings.* ed. by Reginald D. Archambault. New York: Modern Library, 1964.

Dockery, David S., ed. *The Challenge of Postmodernism: An Evangelical Engagement.* Grand Rapids: Baker, 1997.

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Gangel, Kenneth O. and Warren S. Benson. *Christian Education: Its History and Philosophy.* Chicago: Moody Press, 1983.

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- Paffenroth, Kim and Kevin L. Hughes, eds. *Augustine and Liberal Education*. Aldershot, England: Ashgate, 2000.
- Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*, 2nd ed. Grand Rapids, Michigan: Baker Book House, 1997.
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- Sawicki, Marianne. *The Gospel in History: Portrait of a Teaching Church: The Origins of Christian Education*. New York: Paulist Press, 1988.
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- Vieth, Gene Edward. *Postmodern Times: A Christian Guide to Contemporary Thought and Culture*. Wheaton, Ill.: Crossway, 1994.
- \_\_\_\_\_, and Andrew Kern. *Classical Education: Towards the Revival of American Schooling*. Washington, D. C.: Capital Research Center, 1997.
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- Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961.
- Yount, William R., ed. *Teaching Ministry of the Church*, 2<sup>nd</sup> ed. Nashville: Broadman & Holman: 2008