



## **CEEF8301 Perspectives in Contemporary Educational Ministry**

Professional Doctoral Seminar –

New Orleans Baptist Theological Seminary

March 18-20, 2024

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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.*

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### **Course Description**

Students will explore biblical, historical, philosophical and cultural perspectives relevant to contemporary educational ministry. Students will map the history of Christian education to forecast future directions. Students will be expected to articulate foundational philosophies and their impact on contemporary Christian education. Students will identify and distinguish current cultural trends and their impact on educational ministry in the local church. Students will write a personal philosophy of educational ministry.

### **Student Learning Outcomes**

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

1. Knowledge and understanding of biblical and historical backgrounds of contemporary educational ministry.
2. Understanding of the major philosophical movements and their impact on contemporary education approaches especially applied in Christian educational ministry contexts.
3. The ability to identify cultural trends and their impact on educational ministries in the local church.
4. The ability to write a personal philosophy of educational ministry relevant to his or her ministry context.

### **Textbooks**

#### **Required Textbooks**

Estep, James R., Jonathan Kim, Alvin Kuest, and Mark Maddox. C.E. *The Heritage of Christian Education*, Joplin, MO: College Press, 2003. (ISBN-13: 978-0899009049)

Knight, George R. *Issues and Alternatives in Educational Philosophy*, 4<sup>th</sup> ed. Berrien Springs, MI: Andrews University Press, 2008.

## Recommended Textbooks

Anthony, Michael and Warren Benson. *Exploring the History and Philosophy of Christian Education*. Eugene,OR: Wipf &Stock Publishers, 2003 (reprinted 2011).

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.

Groza, Adam and J.P. Moreland. *Unraveling Philosophy: An Interactive Guide*. Nashville, TN: B&H Academic.2023. ISBN: 978-1087756523

Harwood, Adam. *Christian Theology: Biblical, Historical, and Systematic*. Bellingham: Lexham Press. 2022.

MacCullough, Martha E. *By Design: Developing a Philosophy of Education Informed By a Christian Worldview*, Colorado Springs, CO: Purposeful Design Publications, 2013. ISBN: 978-1583315552

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3<sup>rd</sup>. Grand Rapids, MI: Baker Academic, 2008.

Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Wheaton, Ill.: Crossway, 1991

## Supplemental Texts

You will be expected to read both required textbooks and at least one text from the Recommended Textbooks list. You will also be expected to research 7-10 additional sources related to contemporary issues with philosophical implications. Topics under consideration include but not limited to: Socialism, Capitalism, Immigration, Constitutionalism, Moral Therapeutic Deism, Patriotism, Materialism, Multiculturalism, Gender Identity, Racism, Federalism, Communism, Sexism, Denominationalism, Environmentalism, Populism, Nationalism and Fascism.

## Course Requirements

All papers should be double-spaced and formatted according to the NOBTS Writing Manual and current edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

## Pre-Seminar Assignments

**Due Mar 17, 2024**

- 1. Textbook Reading:** Read the **Required Textbooks** and thoughtfully consider the questions posed at the end of each chapter. Be prepared to discuss selected questions during the seminar.
- 2. Executive Summary:** Submit an Executive Summary of one assigned textbook from the **Recommended Texts** list (A template is available in CANVAS). Specific text

assignments will be made by Jan 31, 2024. You may request a textbook prior to the final assignments.

- 3. Annotated Bibliography:** Create an annotated list of 7-10 sources related to a current social, theological, cultural, political, or educational trend. Topic selection must be approved by the seminar professor(s). Parenthetical citations are permitted for this assignment.

### During the Seminar

**Due: Mar 18-20, 2024**

- 4. Class Discussion:** Expected to contribute to the class discussion of textbooks and supplemental reading as well as research and presentations.
- 5. Executive Summary Presentation:** Present the information about your assigned textbook and submitted Executive Summary. Be prepared to lead a class discussion of the book and relevant topics generated by the issues raised in it.
- 6. Educational Ministry Trend Presentation.** You will generate a **brief** presentation (including a visual and printed resource) about a specific educational ministry trend of importance for your community and/or context. The presentation should identify, define and describe the trend as well as discernment and speculation of the underlying philosophical issues. Contemporary examples are encouraged. Data and information collected for the presentation should form the foundation for post-seminar assignment #6. The final report should reflect continued research and contributions from seminar engagement.

### Post-Seminar Assignments

- 7. Educational Ministry Trend Report.** You will generate a 8-9 page report of a specific educational ministry trend of importance for your community and/or context. The report should have three sections. In section one (2 pages) you should identify, define and describe the trend (issue/concern). In section two (2-3 pages) you will discern and present the underlying philosophical issues (particularly the epistemological and axiological positions.) In the final section (3-4 pages) you will detail educational ministry implications and propose an intentional approach to addressing the issue or concern. **Due April 21, 2024**
- 8. Personal Philosophy.** Students will write a *Personal Philosophy of Educational Ministry*. Explain or provide evidence of how your philosophy affects your preaching style or church programming. This work (8-10 pages) should be typed and double-spaced following the NOBTS Style Guide and the most recent edition of *Turabian*. See the evaluation rubric included in this syllabus for further direction. **Due May 3, 2024**

### Grading

Executive Summary	15%	(pre-seminar assignment)
Annotated Bibliography	15%	(pre-seminar assignment)
Executive Summary Presentation	10%	(in seminar assignment)
Ministry Trend Presentation	15%	(in seminar assignment)
Educational Ministry Trend Report	25%	(post-seminar assignment)
Personal Philosophy	20%	(post-seminar assignment)

## Selected Bibliography

- Aquinas, Thomas. *A Summa of the Summa: The Essential Philosophical Passages of St. Thomas Aquinas' Summa Theologica*, Peter Kreeft, ed. San Francisco: Ignatius Press, 1990.
- Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press, 1994.
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- Barna, George. *Future Cast: What today's Trends Mean for Tomorrow's World*. Austin, TX: Fedd and Company, 2011.
- Bayles, Martha. *Hole in Our Soul: The Loss of Beauty and Meaning in American Popular Music*. New York: Free Press, 1994.
- Behe, Michael. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: Touchstone, 1996.
- Berry, Wendell. *Life is a Miracle: An Essay Against Modern Superstition*. Washington, D.C.: Counterpoint, 2000.
- Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.
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- Budde, Michael L. and John Wesley Wright. *Conflicting Allegiances: The Church-Based University in a Liberal Democratic Society*. Grand Rapids, MI: Brazos Press, 2004.
- 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.
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- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, Mich.: Zondervan, 2004.
- 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.
- Colson, Charles and Anne Morse. *Burden of Truth: Defending Truth in an Age of Unbelief*. Wheaton, Ill: Tyndale House, 1997.
- Colson, Charles and Nancy Pearcey. *A Dance with Deception: Revealing the Truth Behind the Headlines*. Dallas: Word, 1993.
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- Dembski, William A., ed. *Mere Creation: Science, Faith, and Intelligent Design*. Downers Grove, Ill.: InterVarsity Press, 1998.
- DeMolen, Richard L., ed. *Erasmus*. New York: St. Martin's Press, 1973.
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- \_\_\_\_\_. *John Dewey: His Contribution to the American Tradition*, ed. by Irwin Edman. Indianapolis: Bobbs-Merrill, 1955.
- \_\_\_\_\_. *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.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman & Holman, 1995.
- Eliot, T. S. *Christianity and Culture*. New York: Harcourt, Brace and Jovanovich, 1968.
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- Feinberg, Joel and Russ Shafer-Landau. *Reason and Responsibility: Readings in Some Basic Problems of Philosophy*, 10<sup>th</sup> 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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## Rubric for Personal Philosophy Paper CEEF8301

Student: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

<b>ELEMEN T</b>	<b>Unsatisfactory 0 - 2</b>	<b>Partially Proficient 3-5</b>	<b>Proficient 6-8</b>	<b>Exemplary 9-10</b>	<b>Points</b>
<b>Understanding</b>	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 Educational Ministry	Demonstrates some understanding of a philosophy of Educational Ministry	Demonstrates good understanding and reflection on philosophy of Educational Ministry	Demonstrates excellent understanding and reflection on philosophy of Educational Ministry	___/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
<b>Total:</b>					___/40

<b>ELEMEN T</b>	<b>Unsatisfactory 0 - 2</b>	<b>Partially Proficient 3-5</b>	<b>Proficient 6-8</b>	<b>Exemplary 9-10</b>	<b>Points</b>
<b>Application</b>	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 Educational Ministry	Makes adequate practical application to Educational Ministry	Makes good practical application to Educational Ministry	Makes excellent practical application to Educational 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 Educational Ministry	Adequate development of personal philosophy of Educational Ministry	Good development of personal philosophy of Educational Ministry	Excellent development of personal philosophy of Educational Ministry	___/10
<b>Total:</b>					___/40

<b>ELEMENT</b>		<b>Unsatisfactory 0 - 2</b>	<b>Partially Proficient 3-5</b>	<b>Proficient 6-8</b>	<b>Exemplary 9-10</b>	<b>Points</b>
<b>Communication</b>	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 require 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
<b>Total:</b>						/20
<b>Total Score</b>					___/100	

Additional Comments:

Professor: \_\_\_\_\_

## Presentation Evaluation Rubric

	<i>Satisfactory 10-13</i>	<i>Good 14-17</i>	<i>Accomplished 18-20</i>	<i>Score</i>
<b>Review/ Synthesis of Material</b>	Presentation provided <b>minimal</b> opportunity for the text/material to be reviewed. Major ideas appeared <b>disjointed</b> or were addressed minimally.	Presentation provided a <b>satisfactory</b> opportunity for the text/material to be reviewed. Major ideas were identified and discussed.	Presentation provided <b>substantial</b> opportunity for the text/material to be reviewed. Major ideas were fully addressed and extended beyond the presentation.	
<b>Content</b>	The student demonstrated basic knowledge of the text/material main points.	The student articulated the text/material thesis and supporting point(s) through examples and details.	Student demonstrated a thorough knowledge of the text/material. Student was able to answer questions, provide examples, details and references about the text/material.	
<b>Engaging and Interactive</b>	The student used traditional methods of presentation. There was <b>limited</b> opportunity for interaction and/or critical thinking. <b>No</b> variety of learning and teaching styles was evident.	The student used a diverse range of materials and/or activities to examine the text/material. Participants were allowed <b>some</b> opportunities for interaction and critical thinking. A <b>limited</b> variety of learning and teaching styles was utilized.	The student incorporated dynamic and interesting methodologies in the presentation. Participants were allowed <b>many</b> opportunities for interaction and critical thinking. A <b>wide</b> variety of learning and teaching styles was utilized.	
<b>Extra Resources</b>	The student s provided <b>limited</b> outside resources other than the assigned text/material. Resources are <b>not</b> necessarily connected to the main topic	The student provided outside resources other than the assigned text/material. Resources are connected to the main topic.	The student provided <b>many</b> outside resources other than the assigned text/material. Resources are <b>all</b> connected to the main topic.	
<b>Presentation Skills</b>	Presenter could <b>not always</b> be heard or understood. The presentation reflected minimal preparation or no teaching plan. Presenter mismanaged the allotted time.	Presenter could <b>almost always</b> be heard or understood. The presentation reflected <b>some</b> preparation or and a teaching plan. Presenter stayed within the allotted time.	Presenter could <b>always</b> be heard and understood. The presentation reflected <b>extensive</b> preparation or and a <b>thorough</b> teaching plan. Presenter managed the allotted time well.	
<b>Total Score</b>				

Notes/Comments:

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