Foundations in Christian Education  
CEEF6301  
New Orleans Baptist Theological Seminary  
Discipleship and Ministry Leadership Division  
Summer 2020 Online

Emily Dean, Ph.D.  
Adjunct Professor  
Director of Women’s Academic Programs & Organizations  
Office: (504) 282-4455 ext.8053  
Email: emilywdean@gmail.com

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 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. 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 most recent edition of *Turabian* with the proper NOBTS cover page. 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


Optional Texts


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.** 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. 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: 7/24/20**

2. **Philosophy of Education Handout.** Students will be assigned one of the five philosophies detailed in *Philosophy and Education*. Students will prepare a 5-6 page 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). See p.104 in the Knight text for related/emerging educational theories. 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: 7/6/20**

3. **Philosophy of Education Presentation.** Students will prepare and present their assigned educational philosophy and related/emerging theories to the class. The presentation should include some form of a slideshow. The presentation also should be recorded to a video file and then uploaded to the discussion board so that everyone can view it. Specific instructions will be provided through Blackboard communication and in the class. **Due Date: 7/6/20**

4. **Reaction Papers.** 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: 7/13/20**

5. **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 most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions. **Due Date: 7/22/20**

6. **Discussion Board.** Students are expected to actively participate in class discussions through the discussion board. Selected questions from each text will be posed. Students should submit responses to each question by Wednesday at 11:59pm of each week. Students should then respond to at least two classmates’ posts by Sunday at 11:59pm each week. New units will be available on Monday of each week. A grade will be assessed based upon attendance, attentiveness, and attitude.

**Evaluation of Grade**
The student's grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15%</td>
</tr>
<tr>
<td>Philosophy and Theory Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Philosophy and Theory Handout</td>
<td>15%</td>
</tr>
<tr>
<td>Reaction Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Philosophy of Education</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>20%</td>
</tr>
</tbody>
</table>

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
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.

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.

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
Selected Bibliography


Luther, Martin. A Short Explanation of Dr. Martin Luther’s Small Catechism, ed. by the Evangelical Lutheran Synod of Missouri, Ohio, and other states. River Forest, Ill.: Koehler Pub. Co., 1963.


*CEEF6301.Dean.Summer2020.Foundations in Christian Education*


## Rubric for Personal Philosophy Paper CEEF 6301

Discipleship and Ministry Leadership Division, New Orleans Baptist Theological Seminary

Student: ____________________________   Date: ___/_____/_____

Professor: ____________________________________________

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Shows inadequate understanding of educational philosophy</td>
<td>Shows adequate understanding of educational philosophy</td>
<td>Shows good understanding of educational philosophy</td>
<td>Shows excellent understanding of educational philosophy</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Demonstrates little or no understanding of a philosophy of Christian Education</td>
<td>Demonstrates some understanding of a philosophy of Christian Education</td>
<td>Demonstrates good understanding and reflection on philosophy of Christian Education</td>
<td>Demonstrates excellent understanding and reflection on philosophy of Christian Education</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Fails to include Philosophy elements or components</td>
<td>Includes some Philosophy elements or components</td>
<td>Includes most Philosophy elements or components</td>
<td>Includes all Philosophy elements or components</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Provides no scriptural support for any components of the philosophy</td>
<td>Provides scriptural support for some components of the philosophy</td>
<td>Provides scriptural support for most components of the philosophy</td>
<td>Provides scriptural support for each component of the philosophy</td>
<td>___/10</td>
</tr>
</tbody>
</table>

Total: ___/40

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Shows inadequate integration of biblical theology with philosophy</td>
<td>Shows adequate integration of biblical theology with philosophy</td>
<td>Shows good integration of biblical theology with philosophy</td>
<td>Shows excellent integration of biblical theology with philosophy</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Makes poor practical application to teaching ministry</td>
<td>Makes adequate practical application to teaching ministry</td>
<td>Makes good practical application to teaching ministry</td>
<td>Makes excellent practical application to teaching ministry</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Fails to explain ideas clearly and concisely</td>
<td>Explains some ideas clearly and concisely</td>
<td>Explains most ideas clearly and concisely</td>
<td>Explains all ideas clearly and concisely</td>
<td>___/10</td>
</tr>
<tr>
<td></td>
<td>Poor development of personal</td>
<td>Adequate development of</td>
<td>Good development of</td>
<td>Excellent development of</td>
<td>___/10</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>Unsatisfactory 0 - 1</td>
<td>Partially Proficient 2-3</td>
<td>Proficient 4</td>
<td>Exemplary 5</td>
<td>Points</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>Organization</td>
<td>Uses an incoherent structure that fails to group related ideas</td>
<td>Uses an inconsistent structure that attempts to group related ideas</td>
<td>Uses a structure that groups some related ideas in a logical progression</td>
<td>Uses a consistent structure that groups related ideas in a logical progression</td>
<td>__/5</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates poor writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates adequate writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates good writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates excellent writing skills: structure, grammar, word usage, spelling</td>
<td>__/5</td>
</tr>
<tr>
<td>Style</td>
<td>Shows poor use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows adequate use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows proficient use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations.</td>
<td>__/5</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and requires revision.</td>
<td>Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.</td>
<td>Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.</td>
<td>Edits the text with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>__/5</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>__/100</td>
</tr>
</tbody>
</table>

Additional Comments: