

# SYLLABUS



## ACSI PHILOSOPHY CREDENTIAL COURSE (Non Credit Earning)

### PHILOSOPHY OF CHRISTIAN EDUCATION

#### **Trinity Baptist College Graduate Program**

A Nationally Accredited College

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# PHILOSOPHY OF CHRISTIAN EDUCATION

## ACSI Philosophy Credential Course

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### Course Description

This course is designed with a DVD seminar foundation which will provide the student with an understanding of several key areas of Christian school operation that are impacted by a Biblical philosophy.

### General Course Goals

1. Students will achieve an understanding of the Biblical foundation of philosophy as it relates to Christian education.
2. Students will explore several key issues which are impacted by a Biblical philosophy of ministry in the Christian School.
3. Students will discover that one's Biblical philosophy is the root of decision making in key areas of Christian school ministry.

### Specific Course Goals

1. Students will achieve an understanding of the impact philosophy has on teachers, parents, students, curriculum, methods, classroom management, and extra-curriculars.
2. Students will explore the overall significance of the Christian school in the community of believers.

### Specific Performance Objectives

1. Students will conclude that *the teacher* must understand their school's philosophy of education in order to be effective in their various areas of professional responsibility.
2. Students will realize that *the parent* has a defined role in the Christian school and that this role is guided by a Biblical philosophy.
3. Students will recognize that *the curriculum* addresses far more than academic content in the school setting and its development is guided by Bible principles.
4. Students will discover that *the teacher's methods* are to be based on a Biblical understanding of the purpose of Christian education.
5. Students will rationalize that *classroom management* in the Christian school is based on classroom control which is an outgrowth of a proper Biblical philosophy of education.
6. Students will comprehend that *extra-curriculars* are an outgrowth of a forward seeking school and that the school's philosophy must be thoroughly communicated at the advisor/coach level.
7. Students will become acquainted with specific Bible passages which support the importance of a well developed and carefully applied philosophy.

**Check List of Competencies: Recognition, Definition, Application, and Integration**

The student will be expected to master material on four different achievement levels with their corresponding learning outcomes. These range from General Awareness to Competency.

1. **General Awareness** – the student is to recognize the concepts and know where to find more information on:
  - Practical need for developing core values from one’s philosophy
  - Practical need for developing standards from one’s core values
  - Spiritual implications of developing a Biblical philosophy
2. **Context Familiarity** – the student is to be able to define or describe the concepts and explain their meaning within the context of the Christian school:
  - Impact of Biblical philosophy on parent involvement
  - Impact of Biblical philosophy on curriculum
  - Impact of Biblical philosophy on teaching methods
  - Impact of Biblical philosophy on classroom management
3. **Academic Understanding** – the student is to be able to apply the underlying concept(s) with minimal review or reference.
  - Present Christian school setting
  - Curriculum and methods currently in use
  - Chapel and extracurricular settings
  - Philosophy discussions with colleagues and parents
4. **Competency** – the student is to be able to integrate the terms and concepts with other knowledge including:
  - Philosophy’s direction of how core values and standards are developed.
  - Philosophy’s direction of biblically appropriate interaction: teacher to parent, teacher to student, teacher to curriculum.
  - Philosophy descriptions in articles and various school handbooks and manuals.

**Required Text:**

Horton, R. A. (Ed.) (1992). *Christian education: Its mandate and mission*. Greenville, SC: Bob Jones University Press. ISBN: 0-89084-639-1. BJUP: 1-800-845-5731.

**Recommended Text:**

Schultz, G. (1998). 2<sup>nd</sup> Ed. *Kingdom education*. Nashville, TN: Life Way Press. ISBN 0-6330-9130-8.

Jeynes, William (2003). *Religion, education, and academic success*. Greenwich: Information Age Publishing. ISBN: 1-931576-52-1.

**Bibliography for Further Study:**

See the reference section of the Philosophy of Christian Education workbook, p. 39-40.

**Format for Written Work**

1. All written work must be your own work, and you are encouraged to integrate your professional experiences into your lessons as appropriate.
2. All written work must be a formal word-processed document. It is to be double-spaced, one inch margins on all sides, left justified, 12 point font, Arial or Times New Roman, half-inch (0.5) indented paragraphs, and free of grammatical and spelling errors.
3. All research work, which may include weekly lessons, is to have a reference page or section as specified by the instructor.

**Submission of Materials**

The student is required to complete all assignments following the directions at the end of each lesson.

## Learning Activities

## LESSON ONE

## ASSIGNMENTS

1. Complete the *Philosophy of Christian Education* workbook while viewing the DVD lectures.
2. Before writing your reflective, go back and slowly read through the course goals and checklist of competencies. It is here you will see this course is guiding you personally and professionally into developing your own philosophy of Christian education.
3. Your professor understands that each educator has unique interests and varied instructional responsibilities in their school setting. With this in mind, prepare a reflective paper using a minimum of 750 words (3 pages of narrative) which reviews and provides a school example of *how* the philosophical chain of action (philosophy → core values → standards → decisions) is used in your sphere of influence to impact effective educational practices. Include scriptural support.
4. Prepare an email statement which: 1) affirms your completion of the DVD/workbook materials and the length of time needed for DVD/workbook completion and 2) advises of the length of time needed for reflective completion.
5. Submit your reflective paper and all material to your professor via email: [clindstam@tbc.edu](mailto:clindstam@tbc.edu)

## CHECKLIST FOR THIS LESSON

- |   |                      |
|---|----------------------|
| <input type="checkbox"/> Completion of DVD/Workbook Materials   | Time Required: _____ |
| <input type="checkbox"/> Review of the course goals and competencies  |                      |
| <input type="checkbox"/> Completion of the Reflective Paper   | Time Required: _____ |
| <input type="checkbox"/> Review of how philosophy impacts practices   |                      |
| <input type="checkbox"/> Detailed example of the philosophical chain of action (philosophy → core values → standards → decisions) |                      |
| <input type="checkbox"/> Related this example to your sphere of influence   |                      |
| <input type="checkbox"/> Scriptural support for your reflections  |                      |

## Learning Activities

## LESSON TWO

**ASSIGNMENTS**

1. Read chapters 1-5, (p.1-90), *Christian Education: Its Mandate and Mission* by R. A. Horton. This material is foundationally germane to the educational practices of the Christian school and how you will develop your personal scriptural philosophy of Christian education.
2. Following the completion of your reading prepare an analytical concept paper using a minimum of 750 words (3 pages of narrative), using material from these chapters addressing how Biblical integration relates to philosophy in the Christian school. Reflect on and include material relating to:
  - Your "purpose" & "responsibility" as an educator (p. 4 & 5)
  - Your integration of "the knowledge of God" as a teacher (p. 6)
  - How you address "authority and service" in the context of the school (p. 11)
  - Your understanding of "process & setting" as it relates to *your* educational setting (pp. 17 – 29)
3. Submit your research paper to your professor via email: [clindstam@tbc.edu](mailto:clindstam@tbc.edu). Advise your professor of the length of time needed for completion of this analytical concept paper.

**CHECKLIST FOR THIS LESSON**

- Complete Reading Assignment
- Complete Biblical Integration Paper Time Required: \_\_\_\_\_
  - "purpose" & "responsibility" from p. 4 & 5
  - "the knowledge of God" p. 6
  - "authority and service" p. 11
  - "process & setting" (as it relates to *your* educational setting) pp. 17 – 29

**CONCLUDING PROCESS**

- Submit all materials to your instructor
- Go online to [www.tbc.edu/teachercertificate](http://www.tbc.edu/teachercertificate) and order your Philosophy credential certificate.

**INTERESTED IN EARNING 1 FREE GRADUATE CREDIT FOR THIS COURSE?**

Should you choose to earn one graduate level credit in the Trinity Baptist College Master of Education Program, please advise your instructor by email – requesting a program application packet, financial information, and the final 2 lessons for EDU585.