



Birmingham Theological Seminary  
2200 Briarwood Way  
Birmingham, Alabama 35243  
(205) 776-5650

## **CE1705 Christian Philosophy of Education Syllabus**

**Semester: Summer 2025 Intensive**

**Days and Times:**

**Wed. May 28, 3:00-9:00 (Dinner)**

**Thurs. May 29, 9:00-5:00 (Lunch)**

**Fri. May 30, 9:00-2:00 (Breakfast)**

**Professor: Cheryl M. Blackmon, Ed.D.**

**Email: [cmblackmon66@gmail.com](mailto:cmblackmon66@gmail.com)**

**Course: CE1705 Christian Philosophy of  
Education**

**Room: A202**

**Credits: 2**

**Phone: (205) 835-5259**

**Course Note:** It is recommended that the pre-class assignment be completed prior to class.

**Course Description:** This class will consider the nature of philosophical questions and their importance to Christian education in the church and school. It will provide an overview of the foundational Christian philosophy of education, the educational implications of competing worldviews, and a biblical view of content and curriculum with a model for biblical worldview integration. It will consider the nature of the learner and the nature and role of the Christian teacher. In addition, it will examine intellectual character development in Christian educational settings and will consider the impact of technology on Christian schools and families.

### **Course Objectives:**

- Describe the influence of philosophy on a worldview.
- Differentiate a Christian worldview from a secular worldview of education.
- Distinguish the nature of the learner and the nature and role of the Christian teacher.
- Explain the significance of a Christian worldview in the development of curriculum, subject matter content and learning objectives.
- Assess the value of intellectual character development.
- Integrate principles of biblical integration in the development of lessons.
- Evaluate the usefulness and importance of technology in Christian education.
- Develop a Christian philosophy of education that includes the goal of Christian education in the church or school and the resulting educational practice.

### **Required Texts:**

Bible: You may use the translation of your choice; however, the ESV will be used by the professor.

Graham, Donovan L. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*, 3rd ed., Colorado Springs, CO: Purposeful Design Publications, 2023. (344 pages) ISBN-978-1583315217

MacCullough, Martha E. *By Design: Developing a Philosophy of Education Informed by a Christian Worldview*, Colorado Springs: Purposeful Design Publications, 2013. (177 pages) ISBN-978-1583315552

MacCullough, Martha E. *Undivided: Developing a Worldview Approach to Biblical Integration*, Colorado Springs, 2016. (195 pages) ISBN-978-1583315538

\*Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, (4<sup>th</sup> ed.). Berrien Springs, MI: Andrews University Press, 2006. (301 pages) ISBN-978-1883925543 OR

\*Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*, Downers Grove, IL: Intervarsity Press, 2009. (436 pages) ISBN-978-0-8308-2587-5

(\*Note: Choose one of these. Knight's focus is school; Parrett/King's focus is church.)

#### **Collateral or Recommended Texts:**

Anthony, Michael J. and Warren S. Benson. *Exploring the History & Philosophy of Christian Education*, Eugene, OR: Wipf and Stock, 2011. (444 pages) ISBN-13: 978-1610977326

Dow, Philip. *Virtuous Minds*, Downers Grove, IL: IVP Academic, 2013. (208 pages) ISBN-13: 978-0830827145

Eckel, Mark. *The Whole Truth: Classroom Strategies for Biblical Integration*, Maitland, FL: Xulon Press, 2003. (220 pages) ISBN-13: 978-1594671784

Hamilton, James J. *What is Biblical Theology? A Guide to the Bible's Story, Symbolism, and Patterns*, Wheaton, IL: Crossway, 2014. (127 pages) ISBN-13: 978-1433537714

Johnson, D. P. *Truth Weaving: Biblical Integration for God's Glory and Their Abundant Living*, Walking Elms Press, 2015.

Moreland, J. P. *Scientism and Secularism: Learning to Respond to a Dangerous Ideology*, Wheaton, IL: Crossway, 2018.

Reinke, Tony. *God, Technology, and the Christian Life*, Wheaton, IL: Crossway, 2022.

Richards, Lawrence O. and Gary J. Bredfeldt. *Creative Bible Teaching*, Chicago: Moody Publishers, 2020.

Smallman, Stephen. *Basics of the Faith: How Our Children Come to Faith*, Phillipsburg, NJ: P&R Publishing, 2006. (28-page booklet) ISBN-13: 978-1596380530

Smith, David I. and Kara Sevensma, Marjorie Terpstra, Steven McMullen. *Digital Life Together: The Challenge of Technology for Christian Schools*, Grand Rapids, MI: Eerdmans, 2020.

#### **Course Requirements and Assessments:**

There are prescribed due dates for post-class assignments. Carefully **proofread** your work before submitting. BTS requires that written assignments follow Turabian style standards and **include a Turabian Style cover sheet**. Email assignments to the professor.

This intensive class will meet Wednesday, May 28 – Friday, May 30.

Tues. 3:00-9:00; Wed. 9:00-5:00; Thurs. 9:00-2:00

There will be appropriate breaks each session and a meal break provided by BTS.

**There is a reading/writing assignment prior to the first class due on May 27. In addition, there will be reading assignments each evening. Following the intensive class, a written paper and a project are required.**

**Pre-Class Assignment—Due May 27:** Read *Teaching Redemptively* (Chapters 1-25) by Donovan Graham. (For students studying CE in the church, consider how the principles in this text apply to teachers and learners in the church context.) For each chapter, in your own words, list 3 bulleted points of interest to you or questions you may have in developing your Christian philosophy of education.

**Due June 30—Post-Class Writing Assignment:** Write an 8–10-page paper entitled “A Christian Philosophy of Education.” Use references from all required texts. Remember to use Turabian format and cite references appropriately. You may write about Christian education in the church (children and/or adults) or in the Christian school. Your paper should begin with an introduction to the topic and address the following components:

- Christian core beliefs (This should include a discussion of what we know about God and what we believe is true, real, and of value, as well as the themes of creation, fall, redemption and the Christian’s role in restoration.)
- The purpose and goal of Christian education in the church or in the school
- Nature of the learner
- Nature and role of the Christian teacher
- Nature of the learning process
- View of subject matter and curriculum
- Purpose and process of assessment
- Purpose of discipline
- Process of conflict resolution
- Personal reflection

**Due August 1--Project:** Your project should represent one teaching unit of 3 biblically integrated lesson plans in the discipline or content (including Bible study or Sunday School) of your choice. The plans may be suitable for adults or children in the church or school context. Objectives for each lesson that illustrate growth in knowledge, character and spiritual formation should be stated. Appropriate methods to assess learning/application should be included. (Be realistic in developing plans that you will use.) Provide a reflective summary of how this class impacted your development of these plans.

COURSE REQUIREMENT	GRADE WEIGHT	COMMENTS
Pre-Class Required Reading and Assigned Responses	15%	Due prior to class: <b>May 27</b>

Daily Preparedness and In-Class Interaction/Participation	20%	Class participation is vital to learning.
Post-Class Writing Project: A Christian Philosophy of Education	40%	<b>Due June 30</b> Use Turabian Style Standards.
Post-Class Project: Unit/Lesson Plan Development	25%	<b>Due August 1</b> You may use the unit/lesson plan template required by your church or school.

### **BTS Format, Style, and Writing Standards:**

All research papers must be formatted in accordance with Turabian Chicago standards including the title page. All papers are to be #12 font Times New Roman and Double-Spaced. Any paper not conforming to these standards will automatically be dropped one letter grade. Please see the BTS Turabian Style Guide for more information on turning in papers and assignments.

The BTS Turabian Style Guide and other resources are available on the BTS Writing Center webpage: <https://www.btswritingcenter.net/>

In addition, the Writing Center runs 2-3 Writing Workshops every semester. They are very helpful and highly recommended.

### **BTS Plagiarism / Generative AI Policy**

In addition to the BTS plagiarism policy, BTS is implementing a new Generative AI policy. Unless clearly directed by the instructor, the students should submit their own work, independent of artificial intelligence tools. Use of generative AI to write papers or to write significant portions of assignments is considered an ethical violation of our Student Code of Conduct and to be a violation of general academic integrity, which could result in a zero on the assignment and/or a lowered letter grade for the course by the professor. If determined to be an egregious violation, it could lead to further sanctions administered through the Academic Committee, including expulsion from BTS.

### **Course Schedule:**

DAY	DATE	ANTICIPATED AGENDA	ASSIGNMENT
<b>Pre-Class</b>	<b>Due 5/27</b> <b>Email to Professor</b>	<b>Read: <i>Teaching Redemptively: Bringing Grace and Truth into Your Classroom</i></b> Read through page 286 Chapters 1-25	<b>3 Bulleted points from each chapter</b> <b><i>Personal response to the book</i></b>
Wednesday	5/28/25	Syllabus Review Philosophy: Big Questions Christian Core Beliefs History & Philosophy: Impact on Education	Due Thursday <i>By Design:</i> Read pp. 39-115
Thursday	5/29/25	Christian/Secular Worldviews Worldview Integration Nature of Student/Teacher Role of Teacher	Due Friday <i>By Design:</i> Read pp. 117-164

		Learning/Motivation	
Friday	5/30/25	Christian Worldview in Curriculum, Content, Objectives, Assessment, Discipline Intellectual Character Development Biblical Integration in Lesson Plans Technology in Christian Education	<b>DUE: June 30</b> Writing Assignment: Christian Philosophy of Education <b>DUE: August 1</b> Project: Unit/Lesson Plan Development

### Attendance Policy:

Students are expected to demonstrate punctuality and attend all class sessions. Any absences should be communicated to the professor beforehand. Students may miss up to three classes with impunity during a semester. Students must attend all sessions of this intensive class.

### Class Policies and Procedures:

- BTS highly recommends using handwritten note taking methods in class and keeping computer usage to a minimum.
- Other electronics should be used sparingly.
- All assignments must be submitted by email by 11:59 (CDT/CST) on the due date.
- Late assignments will incur a -3 point deduction per weekday after the due date, except in cases of emergency communicated to the professor.
- Missed tests/exams may only be made up with an excused absence, preferably in advance of class. Excused absence tests/exams must be made up before the final day of the semester.

### Video Conference Policies and Procedures:

- Please utilize the BTS “Best VC (Video Conference) Practices” information for the course.
- Laptops/Desktops are the preferred method of attending a video conference course. Information will be shared on the screen, so phones will be less useful. Other electronics should be used sparingly.
- In Video Conference, it is preferable for the student to keep their video on (when possible) so that students and faculty may engage with one another. Extended periods of dark screen will result in follow-up and potential removal from class.

### GRADING CRITERIA AND ASSESSMENT RUBRIC

A to A-	B to B-	C to C-	D to D-
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Correct spelling and grammar/punctuation	Minor errors in spelling or grammar/punctuation	Multiple errors in spelling or grammar/punctuation per page	Difficult to read due to English writing errors
Smooth writing that provides for effective and efficient reading	Writing is acceptable, but not as organized and coherent	Writing is not smooth, sometimes confusing and inconsistent	Writing lacks clarity, focus, structure, and is incoherent
Person and format are proper for assignment	Person and format are inconsistent	Person and format are not appropriate	Person and format are totally inappropriate
Scripture, paraphrases, quotes, and summaries are appropriately used, cited, and clearly supports main argument	Scripture, paraphrases, quotes, and summaries are appropriate but need more depth and use of critical thinking	Scripture, paraphrases, quotes, and summaries are inadequate for main argument and do not reflect understanding	Scripture, paraphrases, quotes, and summaries are improperly used, over used, under used, or cited in error
Paper completely conforms to Turabian's <i>Manual for Writers</i>	Paper generally conforms to Turabian's <i>Manual for Writers</i>	Paper somewhat conforms to Turabian's <i>Manual for Writers</i>	Paper does not conform to Turabian's <i>Manual for Writers</i>

## BTS Outcomes Evaluation

Please rank each outcome on a scale of 1-5

**1: this outcome is not covered in this class**

**2: this outcome is only touched on in this class**

**3: this outcome is discussed in conjunction with class material**

**4: this outcome lightly assessed as part of course assessment (one assignment)**

**5: this outcome is fully integrated into the assessment of this course (multiple assignments)**

1. Scripture: Students will effectively articulate the truth of Scripture and Scripture as truth, engaged with learning biblical knowledge and reformed principles of the supremacy of Scripture as God's word.
2. Reformed Theology: Students will be able to engage and reproduce the primary and essential elements of Reformed Theology.
3. Local Church: Students will be engaged in applied ministry projects in the local church
4. Wisdom: Students will grow in character; increasing in their demonstration of wisdom and its fruits.
5. Discipleship: Students will be able to understand and articulate the nature and importance of discipleship—both ordinary (means of grace) and extraordinary (biblical counseling).
6. Communication: Students will grow in the efficacy of their communication (articulation, teaching/speaking, and preaching—respective to various departments) both in content knowledge and rhetorical strategies.
7. Worldview: Students will demonstrate a growing ability to apply God's word to all spheres of life, evidenced through class discussion and other assigned assessments.
8. Leadership: Students will grow in their understanding of godly leadership and ability to lead others in service of the local church.

Outcome	Rank	Rational (one sentence)
Scripture	5	Biblical principles are used to develop a Christian philosophy.
Reformed Theology	3	The Reformers and Solas are presented in the history.
Local Church	4	The final product is for ministry in church or school.
Wisdom	5	Biblical principles are significant in all assignments.
Discipleship	5	This is the nature of teaching.
Communication	5	Material for communication will be developed.
Worldview	5	This is the nature of this class.
Leadership	3	This should be a by-product.