Fall 2005
CE 502 Foundations of Christian Education

Tuesday 4-5 PM  
Wednesday 3-5 PM

Instructor: Allen D. Curry

Office Hours:  
Tuesday, Wednesday & Friday 11-12

Expectations:  
All students who take this course have at least a B.A. or its equivalent. Therefore, I expect that students will be familiar with the rudiments of written and spoken English, research procedures, exam taking and paper writing. If you feel deficient in any of these areas, please contact me early in the course.

Since this is a graduate course, I do not provide worksheets or study guides. A Master's degree indicates the ability to organize and formulate ideas of your own as well as of others. The process of organizing and formulating ideas is an important step in your academic program. I expect that you will master a body of material to such an extent that you will be able to present it to others, not simply feed back what someone has presented to you.

I recognize that all students will not have the same abilities or interest level. Nevertheless, I expect that all students will perform in a manner consistent with graduate level education. Fundamentally this means that the students are expected to take the initiative in all educational endeavors. The professor is simply a resource to help the student master the material at hand.

The end of all education is for the student to be able to acquire knowledge and use it in a way that honors the Lord. Education is not simply mimicking the professor or repeating exactly what he said. Rather it involves the integration of material so that the student can transform what is learned and in doing so become a more effective servant of the Lord.

In my view education requires the mastery of content, critical evaluation of what is learned and the application of that knowledge in either a theoretical or practical setting. I will expect you to demonstrate these skills in this course.

This course deals with theoretical matters. For many students this is a difficult and sometimes unpleasant task. Nevertheless, this course is designed to foster reflection on what education is and why we engage in it.

For those who have no background in theological studies, I suggest you acquire either Berkhof's Systematic Theology or Manual of Christian Doctrine. For those without any background in philosophy you may find Flew's A Dictionary of Philosophy a helpful source for explaining philosophical concepts in clear language.

This course will require you to think and to write about theoretical matters. For those who find this difficult I suggest that you begin with practical or concrete matters and ask yourself why you should or should not value them.

For those who struggle with expressing themselves in a clear and logical form, I suggest that you examine Beardsley’s Thinking Straight.

Course Description:  
A critical study of various approaches to the foundations of Christian education. Students will examine biblical, theological, philosophical and historical foundations for the purpose of developing an informed theoretical basis for the practice of Christian education. The student is given an opportunity to formulate a personal philosophy of education and to define its implication for educational practice.

Course Objectives:  
1. For the students to be able to critically analyze various approaches to the foundations of CE.

2. For the students to be able to state their own theoretical foundation for CE.

3. For the students to be able to formulate a strategy for handling theoretical issues in CE.

4. For the students to be able to describe some contemporary approaches to the foundations of CE.
Textbooks:
Pazmino - *Foundational Issues in Christian Education*
Wilhoit - *Christian Education and the Search for Meaning*
Burgess - *Models of Religious Education*

Course Requirements:
EXAMS: There will be two exams: a midterm(10/5/05) and a final. They are not cumulative.

PAPERS: There will be two papers.
1. A fifteen to twenty page paper stating your theoretical foundation for Christian education and defining the implications of your point of view for educational practice. In your paper you must address how you integrate biblical, theological and philosophical foundations into your theory of education. A rough draft/outline of each section of your paper addressing the three topics set out above will be due as follows:
   - Biblical foundations - 9/17/05
   - Theological foundations - 10/4/05
   - Philosophical foundations - 11/2/05

   A final draft of your paper is due 11/30/05.
   - For every day that your draft/outline is late you will lose one point from your score. For every day your final paper is late you will lose two points from your score. No papers will be accepted after 12/7/05!

   Your final paper will be judged on the basis of clarity and consistency, how well you addressed issues of importance in a comprehensive way, the degree to which it is your personal work rather than from published sources, and how well you relate the issues you address to the practice of education.

2. A seven to ten-page critical report on a book (of at least 200 pages) that deals with foundational issues in CE. Due 10/29/05.
   - For every day your paper is late you will lose one point from your score.

Grading:
Each of the exams will count for twenty percent of your grade. The book report will count for twenty percent of your grade. The philosophy of education paper will count for forty percent of your grade.
Course Outline:
   I. Biblical Foundations - 8/24, 8/31, 9/7
      Reading:
      Sunquist (on reserve)
      Pazmino 9-54, 243-251
      Wilhoit 9-33, 159-170
      Groome (on reserve) 3-66

II. Theological Foundations - 9/14, 9/21, 9/28
    Reading:
    Pazmino 55-80
    Wilhoit 35-71
    Harper (on reserve) 1-57
    Richards (on reserve) 11-69

III. Philosophical Foundations - 10/19, 10/26, 11/2
     Reading:
     Pazmino 81-122
     Wilhoit 73-103
     Burgess 9-23
     Harper (on reserve) 146-171
     DeJong (on reserve) 19-70

IV. Historical Foundations - 11/9, 11/16, 11/23
    Reading:
    Pazmino 123-160
    Burgess 25-185, 223-233

V. Sociological Foundations - 11/30
   Reading:
   Pazmino 161-188
   Wilhoit 115-157

VI. Psychological and Curricular Foundations - 11/30
    Reading:
    Pazmino 189-242