



EDU 501 EDUCATIONAL MINISTRY IN THE CHURCH
Fall 2018

Professor:

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COURSE DESCRIPTION

This course is an advanced introduction to the various aspects of the educational ministry of the local church. The educational mandates of the New Testament are applied to the organizational life of the church. Attention is given to goals, principles, and leadership required for the educational process. The student is made aware of various curricula for current Christian education.

COURSE OBJECTIVES

By the end of this course, the student will have a working knowledge of:

1. The Biblical basis for the educational ministry of the local church.
2. The theological and historical foundations as it relates to the current context for the educational ministry of a local church.
3. Christian education-formation based upon Christ-centered discipleship.
4. Developmental theories which provide insight for teaching/learning principles and goals in the education ministry of the local church.
5. Christian education ministry as it relates to the organizational life of the church.
6. Appropriate age-related educational methodologies.
7. Age appropriate curricula for Christian education.
8. Current issues affecting and faced by the education ministry of the local church.
9. Leadership required for the carrying out of the task of spiritual formation via the education ministry of the local church.
10. The framework and culture required for transformational discipleship.
11. How to conduct an analysis of growth and improvement for the evaluation of the educational program of a local church.

COURSE TEXTS (Required Textbooks)

Christian Education Leadership: Making Disciples in the 21st Century Church. Spooner, Bernhard, ed. Coppel, TX: Christian Leadership Publishing, 2012.

Transformational Discipleship: How People Really Grow. Geiger, Eric, Michael Kelley, and Philip Nation. Nashville: B&H Publishing Group and LifeWay Research, 2012.

COURSE REQUIREMENTS AND EVALUATION PROCEDURES

Weekly reading assignments, written interactions, and any class discussion participation will be due before 11:59pm on the Sunday following the Monday they are assigned. The specific weekly work requirements will be posted in each session's checklist. (Together, the 8 sessions will constitute 50% of the final grade for the course).

An electronic portfolio will be constructed with the following elements:

Interaction Paper (20% of the final grade for the course)

Each student will be required to write an interaction paper. The paper will be an interaction with *Transformational Discipleship: How People Really Grow*. Review the book, citing strengths and weaknesses of the text. Providing at least one takeaway from each chapter, interact with the author to describe the framework and culture you believe is required for transformational discipleship. For each takeaway, include at least one practical application for use within your current church ministry context. This paper should be 5 pages in length and is due on or before October 7.

Interview Project (15% of the final grade for the course)

This project will be due on or before October 7.

Each student will meet with a Minister of Education or Senior Pastor. The Minister of Education or Pastor must have at least five years of actual hands-on ministry. Students will work together with the Minister of Education or Pastor using the "Sunday School and Small Group Worksheets for Analysis of Growth and Improvement" from *Christian Education Leadership: Making Disciples in the 21st Century Church* (p. 337).

Students will complete the analysis, following the instructions and typing it out in a similar format as laid out in the book. Use the recommendation questions as an opportunity for dialogue with the Education Minister or Senior Pastor in order to gain insight regarding educational ministry. Work *with* the minister or pastor to secure all the information needed. Work *together* in determining *all* the recommendations.

Interview Report (15% of the final grade for the course)

This report will be due on or before October 7.

Along with the typed analysis project, write a brief report of the interview (3-5 pages). The report should include the student's opinions, observations, and evaluations of the church educational program as well as any new insights gained in the process. This interview report will not be accepted without a completed interview project.

(Please include the name of the minister or pastor interviewed and the date of the interview in both the project and report documents).

Course Communication:

Students can expect to receive email replies from their online instructor within 48 hours of sending an initial email. Students can expect to have most assignments graded within one week of the due date.

Attendance (Online Courses):

Weekly student participation in online courses (equivalent to class attendance) is required, and may include the following: emailing faculty or class members as part of an assignment, discussion board posting or response, turning in an assignment, or other communication reflecting ongoing learning in the course. Term length for online courses normally comprises four or eight weeks. If no student participation occurs during a seven-day period of a given term, the student is considered absent. When unavoidable situations result in a student being absent, that student is responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Professors decide whether and to what degree attendance affects course grades.

Grading scale:

A	97-100	4.0 grade points per semester
A-	93-96	3.7 grade points per semester
B+	91-92	3.3 grade points per semester
B	88-90	3.0 grade points per semester
B-	86-87	2.7 grade points per semester
C+	83-85	2.3 grade points per semester
C	80-82	2.0 grade points per semester
C-	78-79	1.7 grade points per semester
D+	75-77	1.3 grade points per semester
D	72-74	1.0 grade point per semester
D-	70-71	0.7 grade points per semester
F	0-69	0.0 grade points per semester

Incomplete Grades:

Students requesting a grade of Incomplete (I) must understand that incomplete grades maybe given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Institutional policies:

Academic Honesty:

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Disabilities:

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

Distance education:

General:

Students participating in courses through Distance Education, whether with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Library:

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Student Life:

Students needing educational support or services should contact the Student Life Office (SLO) at 214-818-1332 or studentlife@criswell.edu.

Video and Other Intellectual Property Rights:

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Course outline by date, topic, and session:

Week of August 20—

Session 1: The Education Ministry of the Local Church and Great Commandment Christianity

Week of August 27—

Session 2: The Education Ministry of the Local Church and the Purposes of the Church

Week of September 3—

Session 3: The Education Ministry of the Local Church and Spiritual Formation

Week of September 10—

Session 4: The Education Ministry of the Local Church and its Globalizing Community

Week of September 17—

Session 5: The Education Ministry of the Local Church and Church Structure

Week of September 24—

Session 6: The Education Ministry of the Local Church and Safety

Week of October 1—

Session 7: The Education Ministry of the Local Church and Virtual Church

Week of October 8—

Session 8: The Education Ministry of the Local Church and Leadership

Bibliography

(Please see in-text notes and the reference list included with each lecture).