



# On-Campus Course Syllabus

## Min 614 :L1

### Educational Ministry in the Church

### Spring 2022

#### Class Information

**Day and Time:** Wednesday 8:00am-10:45am

**Room Number:** E206

#### Contact Information

**Instructor Name:** Dr. Ray Wilkins

**Instructor Email:** rwilkins@criswell.edu

**Instructor Phone:** 972-740-6548 (cell)

**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

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 the 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.

## Required Textbooks

The Bible—The professor typically uses the *English Standard Version* (ESV).

Augustine, *Teaching Christianity*. trans. by Edmund Hill, New York: New City Press, 1996. ISBN 9781565480490.

Cruse, Jonathan, L. *What Happens When We Worship*, Grand Rapids: Reformation Heritage Books, 2020. ISBN 9781601788160.

Parrett, Gary A. & S. Steve Kang, *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove: InterVarsity Press, 2009. ISBN 9780830825875

**Note:** Additional reading may be assigned by the professor during the course of the semester.

## Recommended Reading

Kim, J. Jonathan & Charles A. Tidwell eds. *The Educational Ministry of a Church: A Comprehensive Model for Students & Ministers*, 2<sup>nd</sup> ed. Nashville: B&H Academic, 2020. ISBN 9781462745609

Estes, Daniel J. *Hear, My Son: Teaching and Learning in Proverbs 1-9*. Downers Gove: InterVaristy Press, 2003. ISBN 9780830826049.

## Course Requirements and Assignments

### Textbook Reading Assignments (15% of grade)

The weekly reading assignments are essential for the student to gain a knowledge of the topics that will be discussed in the class and to lay a foundation for successful leadership in the education ministry of the local church. Each student will:

1. Write a **2-3 page** summary (double-spaced) of each weeks assigned reading. Some weeks the professor may assign specific questions to be addressed in the summary. On the weeks that questions are assigned this will be reflected in Canvas under the assignment description for that week.
2. The summary will be due at the start of class. The student may email their summary to the professor or hand it in at the beginning of class.
3. **Late Papers** will be penalized a letter grade.
4. The summaries will be graded according to content, spelling, and grammar.

### Curriculum Project (30% of grade)

Each student will assess and evaluate the Bible study curriculum from his/her church. You will acquire a copy of the children, youth, and adult bible study or Sunday School material and write an **8-10** page evaluation.

1. Review the material for each age group assessing its strengths and weaknesses.
2. Each material should be its own section within your evaluation. For example:
  - a. Introduction (Include the name and some demographic and historical info of the church).
  - b. Children's Material (bibliographical info)
  - c. Youth Material (bibliographical info)
  - d. Adult Material (bibliographical info)
  - e. Conclusion/Overall Assessment. What do you think, based on the material evaluated, the church is trying to accomplish in its education of the members?
3. Who publishes the material? Does the publisher have a particular theological persuasion (Reformed, Wesleyan, Missions, etc.)? Is the publisher part of a denomination?

4. In your assessment, use insights from the assigned reading for the course. Use endnotes where necessary.
5. Do you feel the material is age appropriate? Does the material seek to challenge the learner or is the material written on a lower level? For example, some adult material is intentionally written on a younger age-group level abstaining from certain theological concepts and terms.
6. Where appropriate give examples from the material to support your conclusions.

### **Interview Project (20% of grade)**

Each student will write a **4-5 page** interview evaluation. You will meet with a Minister of Education or Senior Pastor. The Minister must have at least five years of actual hands-on ministry. Using a worksheet provided by the professor, you will interview the Minister to gain insight regarding the educational ministry and philosophy of the individual and the church as a whole. More information about this will be covered on the first day of class.

### **Quizzes (35% of grade)**

There will be three quizzes throughout the semester. The quizzes will be at the conclusion of each assigned textbook for the class. The quiz will cover some material from the reading as well as class discussions.

### **Course/Classroom Policies and Information**

**Textbook and Supplemental Bibliography:** The books chosen for the class and the bibliography should not imply endorsements by the professor. The textbooks chosen are selected for their perceived value in helping the student meet the goals and objectives of the course. The bibliography is a list of books chosen to help the student in engage in further study.

**Recording:** Recording the class lectures is by permission of the Professor only. If permission is given, under no circumstances should the recordings be duplicated, shared, or uploaded to social media.

**Classroom:** all classes will be conducted in person in the assigned classroom with the following exceptions:

1. A schoolwide directive regarding in-person meetings that will require us to meet via Zoom.
2. The Professor decides to take the class to an outdoor on-campus location weather permitting.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

### **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for

communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be 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 instructors 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 close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **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.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

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

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Date	Topic	Reading Assignments	Exams/Projects
<b>Jan 19</b>	*Introduction * The Church & Education		
<b>Jan 26</b>	* Biblical Foundation for Education.	Deut. 6:4-9 Proverbs 1-9	
<b>Feb 2</b>	*The Early Church & Christian Education.	(A)Book 1 & 2	

<b>Feb 9</b>	*Education ministry and hermeneutics.	(A)Book 3 & 4	
<b>Feb 16</b>	*Necessity of education ministry.	(PK) Part 1	<b>Quiz 1</b>
<b>Feb 23</b>	*Nature & Mission of the Church.	(PK) Chs. 3-4	
<b>Mar 2</b>	*Choosing curriculum	(PK) Ch. 5	
<b>Mar 9</b>	*Who teaches in the church?	(PK) Chs. 6-7	<b>Interview Project Due</b>
<b>Mar 16</b>	<b>Spring Break</b>		
<b>Mar 23</b>	*Learning and Learners.	(PK) Chs. 8-9	
<b>Mar 30</b>	*Strategies and Vision.	(PK) Chs. 10-11	
<b>Apr 6</b>	*Basic Components of Education Ministry.	(PK) Chs. 12-14	
<b>Apr 13</b>	*Worship and the education ministry of the Church.	(C) Chs. 1-4	<b>Quiz 2</b>
<b>Apr 20</b>	*Worship and servanthood.	(C) Chs. 5-7	
<b>Apr 27</b>	*Structuring our worship to educate.	(C) Chs. 8-10	
<b>May 4</b>	*Worship and transformation.	(C) Chs. 11-13	<b>Curriculum Project Due</b>
<b>May 11</b>	<b>Finals Week</b>	(C) Chs. 14-15	<b>Quiz 3</b>

## **Selected Bibliography**

See “Resources for Further Study,” in Parrett & Kang.