CRISWELL COLLEGE

Contact Information

Instructor Name: Dr. David Edgell
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Instructor Office Hours: Thursdays, 9am- 5pm (Eastern Standard Time)

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 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.

Required Textbooks

Christian Education Leadership: Making Disciples in the 21st Century Church. Spooner, Bernhard, ed.
      Coppell, 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 Assignments

Weekly reading assignments, written interactions, small projects, virtual meetings 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 16 sessions will constitute 45% of the final grade for the course).

An electronic portfolio will be constructed with the following elements:

    Zoom Class Instruction (5% of the final grade for the course)

    These interactions are required on **August 23 & Oct. 11 at 7:00 PM (Central Standard Time)**

    Each student in required to participate in two Zoom Class Instruction meetings. These sessions will include instruction and an opportunity to discuss class material. Topics of discussion will relate to the week in which the Zoom meeting is scheduled.

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

      This project will be due on or before **October 09.**

          Each student will meet with a Minister of Education, Discipleship Pastor, Executive Pastor or Senior Pastor. The Pastor must have at least five years of actual hands-on ministry. Interview the pastor based on questions 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). 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 has any new insights gained in the process.

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

Interaction Paper (15% of the final grade for the course)

This project will be due on or before **November 13.**

>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 at least 5 pages in length.

Education Analysis Project Report (25% of the final grade for the course)

>This report will be due on or before **December 09.**

>The student will create a report and analysis of a ministry. The student will work together with the pastor whom he or she interviewed 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).

>The student will complete the analysis, following the instructions and type the results in a similar format as laid out in the book. Continue to use the recommendation questions as an opportunity for dialogue with the 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. The project should be at least 10-15 pages in length.

Online Course Information

In an online course at Criswell College:
1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
   - Lectures/instruction for students to watch asynchronously
   - Online content modules in which instructor provides feedback to student work
   - Tests/quizzes on which instructor provides feedback
   - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:
- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:
- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; 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. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
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 Support

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at Criswell College Mental Health Resources, and students may contact the Director of Student Services if they have any questions.

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. 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 or by calling 214.818.1373.

Course Outline/Calendar

DATE	Topics	Assignments	Due Dates
August 15 – Week One	The Education Ministry of the Local Church: Theological and Biblical Foundations	Read the devotional. Read or view the lecture and articles. Complete Discussion - Personal Information assignment. Read the Introduction and Part 1 (Chapter 1) of Christian Ed Leadership: Write and submit your answers to the questions about the text and the articles.	Aug 21
August 22 – Week Two	The Education Ministry of the Local Church and the History of Christian Education	Read the devotional. Read or view the lecture. Read articles. Participate in a Zoom Meeting with class and professor. Read Part 1 (Chapter 2) of Christian Ed Leadership Write and submit your answers to the questions about the text and articles.	Aug. 28
Aug. 29 – Week Three	The Education Ministry of the Local Church and Making Disciples	Read the devotional. Read or view the lecture. Read articles.	Sept. 4

		Read Part 1 (Chapters 3-4) of Christian Ed Leadership Participate in Class Discussion.	
Sept. 5 – Week Four	The Education Ministry of the Local Church and Educational Development	Read the devotional. Read or view the lecture. Read articles. Read Part 2 (Chapter 5) of Christian Ed Leadership. Write and submit your answers to the questions about the text.	Sept. 11
Sept. 12 – Week Five	The Education Ministry of the Local Church and the Teaching-Learning process	Read the devotional. Read or view the lecture. Read articles. Write and submit your takeaways from the articles and websites.	Sept. 18
Sept. 19 – Week Six	The Education Ministry of the Local Church and Age Grading/Family Ministry	Read the devotional. Read or view the lecture. Read articles. Read Part 3 (Chapter 10-14) of Christian Ed Leadership. Write and submit your takeaways from the text.	Sept. 25
Sept. 26 – Week Seven	The Education Ministry of the Local Church and Age Grading/Family Ministry (continued)	Read the devotional. Read or view the lecture. Read Part 3 (Chapter 15-18) of Christian Ed Leadership. Write and submit your takeaways from the text.	Oct. 2
Oct. 3 – Week Eight	The Education Ministry of the Local Church and Leadership	Read the devotional. Read or view the lecture. Read articles. Read Part 4 (Chapters 19-21) of Christian Ed Leadership. Write and submit your answers to the questions about the text.	Oct. 9

		Submit your Interview Project.	
Oct. 10 – Week Nine	The Education Ministry of the Local Church and Outreach/Evangelism	Read the devotional. Read or view the lecture. Read articles. Participate in a Zoom Meeting with class and professor. Read the Part 2 (Chapter 6) of Christian Ed Leadership Write and submit your answers to the questions about the text.	Oct. 16
Oct. 17 – Week Ten	The Education Ministry of the Local Church and Missions	Read the devotional. Read or view the lecture. Read articles. Read the Introduction and Read the Part 2 (Chapter 7) of Christian Ed Leadership Participate in Class Discussion.	Oct. 23
Oct. 24 – Week Eleven	The Education Ministry of the Local Church and Nurturing New Believers	Read the devotional. Read or view the lecture. Read articles. Read the Introduction and Chapters 1-6 of Transformational Discipleship Write and submit your answers to the questions about the text.	Oct. 30
Oct. 31 – Week Twelve	The Education Ministry of the Local Church and Nurturing New Believers (continued)	Read the devotional. Read or view the lecture. Read articles. Read the Chapters 7-11 of Transformational Discipleship Write and submit your takeaways from the text.	Nov. 06

Nov. 07– Week Thirteen	The Education Ministry of the Local Church and the Organizational and Administration Areas	Read the devotional. Read or view the lecture. Read articles. Participate in Class Discussion. **Submit your Interaction Paper.**	Nov. 13
Nov. 14 – Week Fourteen	The Education Ministry of the Local Church and Teams and volunteers	Read the devotional. Read or view the lecture. Read articles. Participate in Class Discussion.	Nov. 20
Nov. 21-25	Fall Break	Work on Education Analysis Project	
Nov. 28 – Week Fifteen	The Education Ministry of the Local Church - Church Safety, Legal Issues, and Best Practices	Read the devotional. Read or view the lecture. Read articles. Participate in Class Discussion.	Dec. 04
Dec.. 05 – Week Sixteen	The Education Ministry of the Local Church	Read the devotional. **Submit your Education Analysis Project**	Dec. 09

Selected Bibliography

Anthony, M. J. (2018). *Introducing Christian education: Foundations for the twenty-first century*. Baker Academic.

Anthony, M. J., & Estep, J. R. (2005). *Management essentials for Christian ministries*. B & H Publishing Group.

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Estep, J. R., & Kim, J. H. (2010). *Christian formation: Integrating theology & human development*. B & H Academic.

English, J. T. (2020) *Deep Discipleship: How the Church Can Make Whole Disciples of Jesus*. B & H Publishing Group.

Gangel, K. O., & Benson, W. S. (2002). *Christian education: Its history and philosophy*. Wipf and Stock Publishers.

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Kim, J. J., & Tidwell, C. A. (2020). *The educational Ministry of a Church: A comprehensive model for students & ministers*. B&H Academic.

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Towns, E. L., & Forrest, B. K. (2017). *A legacy of religious educators: Historical and theological introductions*. Liberty University Press.

Yount, W. R. (2008). *The teaching ministry of the church*. B & H Academic.