



On-Campus Course Syllabus Educational Foundations of Christian Ministry

MIN303:L1

Fall 2022

Class Information

Day and Time: Wednesday, 9:30-10:30 am (on selected days)

Room Number: TBD

Contact Information

Instructor Name: Dr. Jade Chia

Instructor Email: jchia@criswell.edu

Instructor Phone: On Canvas

Fellowship: I am available to drink coffee/tea while we share about our lives and ministry ideas. I want to support you beyond this course. Make an appointment with me in advance and I promise to make time for you.

Instructor Office Hours: Wednesday by appointment only

Course Description and Prerequisites

This course is an introduction to the biblical-theological foundations, philosophy, and history of the educational ministry, of the local church. Attention is given to the practical foundations, educational taxonomies, leadership styles, strategies, methodology, and innovation, with an emphasis on the student's ministerial goals.

Course Objectives

These undergraduate-level outcomes are based upon Bloom's higher-order thinking components: knowledge, comprehension, application, analysis, synthesis, and evaluation:

1. Learners will comprehend the educational foundations of Christian Education.
2. Learners will analyze various churches' Christian Education systems.
3. Learners will synthesize these lectures, reading, and presentations with educational theory, and specialized ministries.
4. Learners will evaluate the current educational system of their current church and provide creative and innovative ideas for the future.

Required Textbooks

Cardoza, F. (2019). *Christian Education: A guide to the foundations of ministry*. Grand Rapids, MI: Baker Academic, a division of Baker Publishing Group, pp. 1-198

Additional Resources For Lectures (See PDFs on Canvas Files)

Students will be asked to read or prepare to discuss the following readings before coming to class (due date on Canvas)

1. Choose 1 chapter of your interest from Part 4 or 5 from *Christian Education: A guide to the foundations of ministry*.
2. Newman, B. (2012). *Ministry with Persons with Disabilities*. In B. M. Spooner R. West (Authors), *Christian education leadership: Making disciples in the 21st Century church* (pp. 237-252). Coppell, TX: Christian Leadership Publishing. [Leading the Formation of Senior Adult Disciples \(Download PDF\)](#)
3. Gregory, R. & Dutschke, J. (2012). *Servant Leadership*. In B. M. Spooner R. West (Authors), *Christian education leadership: Making disciples in the 21st Century church* (pp. 253-265). Coppell, TX: Christian Leadership Publishing. [Leading the Formation of Senior Adult Disciples \(Download PDF\)](#)
4. Spooner, B. (2012). *Sunday School and Small Groups Worksheets for Analysis of Growth and Improvement*. In B. M. Spooner R. West (Authors), *Christian education leadership: Making disciples in the 21st Century church* (pp. 337-342). Coppell, TX: Christian Leadership Publishing. [Leading the Formation of Senior Adult Disciples \(Download PDF\)](#)

Course Requirements and Assignments

1. **READING:** Prepare the weekly reading assignments
2. **PARTICIPATION:** Students **will come to class ready to participate and discuss** the reading. There will also be assigned Discussions students are required to answer (100-word minimum). 20% of the final grade
3. **RESEARCH PAPER:** *Failure to complete this assignment will result in an automatic *F* for the course. Students will interview their current church leadership and one other church's leadership to write a 6–8-page research paper (**APA 7th Ed, or Turabian**). Students will submit a **semi-structured interview guide** to the professor by Monday, September 11, for approval and feedback. The student will synthesize the history, philosophy, methods, and two interviews of the churches with the Christian ministry that interests the student (children, youth, emerging adults, adults, seniors, disability, chaplaincy, etc.). The paper will draw from the reading material, lectures, articles, and any additional (published) resources and should include at least 5 (re)sources. **FINAL PAPER DUE: Tuesday 11/28** (40% of your final grade)

Research Paper Outline Example

Introduction

Student's area of interest: background, history of this ministry

Case Study 1 (Home Church Name)

Case Study 2 (Visiting Church)

Conclusion (synthesize and summarize)

Potential Interview Question Direction

- Are these churches keeping to the philosophical and historical models of the ministry?
- How has the demographics changed in the past 5-10 years (or has it)?
- How does the church provide leadership training for future educators?
- Are lay leaders allowed to teach? Are there limitations or guidelines on who can teach?
- What new ideas, research, and accountability do the church conduct to understand the shifting culture outside the church?
- How do they prepare weekly lessons? Do they use a curriculum? Self-study?
- Do they recruit? How do they recruit leaders?
- What is the Senior Pastor's church vision for Christian Education within the church?

4. IMPROVEMENT PLAN: Students will complete the *Sunday School and Small Groups Worksheets for Analysis of Growth and Improvement* and submit them to the professor with a brief 1-page report which justifies their decision and analysis. Students may write this report in the first person, and no formatting is required; DUE: **Tuesday, 10/24** (10% of the final grade).
5. PRESENTATION: The student will build a PowerPoint and execute a 6-8-minute presentation on the Christian ministry of interest through research and additional resources. The student will report their findings and analysis from the *Research Paper* in front of the class. DUE: **Tuesday 11/14** (30% of the final grade).

Late work will be penalized 5% daily and will not be accepted past 7 days. In extreme circumstances, you are responsible for emailing or texting the professor 48 hours before the due date to avoid penalties.

Assessment	Possible %
Participation	20
Research Paper	40
Presentation	30
Improvement Plan	10
Total	100

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.

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 is located on the college website 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

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1 August 21	Introduction to the course. How to write a qualitative research paper	N/A	Discussion On Canvas (Due 8/23)	Zoom: Tues Aug 22 nd @ 5:30-7 pm, Central Time
Week 2 August 28-30	Is Christian Education Still Relevant? Theological – Biblical View of Christian Education	Cardoza; Part I, 1 & 2	Watch Lecture	
Week 3 September 4-6	Developing a philosophy of Christian Education	Cardoza; Part I, 3 & 4	Watch Lecture	
Week 4 September 11-13	Knowing the cultural context of your church		Watch Lecture; Discussion On Canvas (Due 9/22)	Schedule Meeting w/ Dr. Chia
Week 5 September 20	MEET 1ON1 with Dr. Chia to discuss research paper topic		In person	
Week 6 September 25-27	Student Ministry (children and youth)	Cardoza; Part IV, 17 Cardoza; Part IV, 18	Interview Guide outline; watch lecture	
Week 7 October 2-4	Practical Christian Education & Learning Theory	Cardoza; Part I, 5 Cardoza; Part II, 6	Confirm interview dates; watch lecture	
Week 8 October 9-11	Educational Taxonomies: Analysis and Design; implementation and evaluation	Cardoza; Part II, 7 & 8	Watch Lecture	
STUDENT DEVELOPMENT WEEK - Finish Interviews				
Week 9 October 23-25	Emerging Adult and Adult Ministry and Family Ministry	Cardoza; Part IV, 19-20 Cardoza; Part IV, 16	Improvement Plan; Watch Lecture	Due: 10/24 11:59p CT
Week 10 October 30-1	Ministry with Persons with Disabilities Care ministry	Additional Resources	Watch Lecture	

Week 11 November 8	Transformational Teaching (Teaching methods)	Cardoza; Part II, 10	Prepare a Lesson	
Week 12 November 13-15	Servant and Executive Leadership and class presentation	Additional Resource; Gregory Cardoza; Part III, 15	PowerPoint Due Nov 13th for credit.	Zoom: Tues, Nov. 14 th 5:30-7 pm,
THANKSGIVING				
Week 13 November 27-29	CE Across Borders and Christian Schooling in Higher Ed Parachurch Formation	Cardoza; Part III, 13 Kim; See PDF	Research Paper Watch Lecture	Due: 11/28 11:59p CT
Week 14 December 4-6	Music Ministry Mobilizing Volunteers	See PDF	Watch Lecture	