## Contact Information

**Instructor Name:** Jade Jun Chia, Ph.D.
**Instructor Email:** jchia@criswell.edu
**Instructor Phone:** 469-766-XXXX
**Instructor Office Hours:** I am available to drink coffee/tea while we share about our lives and ministry ideas. I want to support you beyond this course. Please make an appointment with me in advance, and I promise to make time for you.

## 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

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

Bolsinger, T. E. (2019). Canoeing the mountains: Christian leadership in uncharted territory. Downers Gove, IL: IVP Books, an imprint of InterVarsity Press.

## Additional Resources for Lectures (See PDFs on Canvas Files)

Students will read and 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. Kim, J. J., & Tidwell, C. A. (2020). *The Educational Ministry of a Church: A Comprehensive Model for Students & Ministers* (pp 153-168). Nashville, TN: B&H Academic.
3. 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)
4. 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)
5. 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 assigned reading (30% of the final grade) on the Canvas discussion board (100-word minimum).
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 an 8–10-page research paper (APA 7th Ed, or Turabian). Students will submit a **semi-structured interview guide** to the professor by *Monday 9/11*, 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 an 8-10-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 (20% of the final grade).

L**ate 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 | 30 |
| Research Paper | 40 |
| Presentation | 20 |
| Improvement Plan | 10 |
| **Total** | 100 |

## 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.

## Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,

- participation in a synchronous remote video class session with the instructor present,

- submission of an academic assignment, quiz, or exam,

- participation in an interactive tutorial or computer-assisted instruction,

- participation in a 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 of the course.

    **NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class

session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological

Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## 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 schedule an appointment through Calendly (https://calendly.com/criswell-tutoringcenter) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

## Course Outline/Calendar

| Week/ Date | Topic | Reading | Assignments | Due Date |
|---|---|---|---|---|
| Week 1 August 22 | Introduction to course; How to write a qualitative research paper | N/A | Meet on Zoom Zoom ID: 340 710 XXXX | Zoom: Tues 5:30-7 pm, Central Time |
| Week 2 August 29 | Introduction, Is Christian Education Still relevant? Theological – Biblical View of Christian Education | Cardoza; Part I, 1 & 2 | Meet on Zoom Zoom ID: 340 710 XXXX | Zoom: Tues 5:30-7 pm, Central Time |
| Week 3 September 5 | Developing a philosophy of Christian Education | Cardoza; Part I, 3 & 4 | | |
| Week 4 September 12 | Ethnic Church Ministry | | Schedule Zoom Meeting with Dr. Chia | |

| Week 5
September 19 | MEET 1ON1 with Dr. Chia to discuss research paper topic and outline via Zoom | | Meet on Zoom Zoom ID: 340 710 XXXX | |
|---|---|---|---|---|
| Week 6
September 26 | Student Ministry (children and youth) in cultural context of your church | Cardoza; Part IV, 17
Cardoza; Part IV, 18 | Semi-structured interview Guide, outline, plan | |
| Week 7
October 3 | Practical Christian Education & Learning Theory | Cardoza; Part I, 5
Cardoza; Part II, 6 | Book interview dates | |
| Week 8
October 10 | Educational Taxonomies: Analysis and Design; implementation and evaluation | Cardoza; Part II, 7 & 8 | | |
| STUDENT DEVELOPMENT WEEK – **Finish Interviews** | | | | |
| Week 9
October 24 | Emerging Adult and Adult Ministry and Family Ministry | Cardoza; Part IV, 19-20
Cardoza; Part IV, 16 | Improvement Plan | 10/24
11:59 pm
Central Time |
| Week 10
October 31 | Ministry with Persons with Disabilities
Care ministry | Additional Resources | | |
| Week 11
November 7 | Transformational Teaching (Teaching methods) | Cardoza; Part II, 10 | | |
| Week 12
November 14 | Servant and Executive Leadership and class presentation | Additional Resource; Gregory
Cardoza; Part III, 15 | | Zoom: Tues 5:30-7 pm, Central Time |
| THANKSGIVING | | | | |
| Week 13
November 28 | CE Across Boarders and Christian Schooling in Higher Ed Parachurch Formation | Cardoza; Part III, 13
Kim; See PDF | Research Paper | 11/28
11:59 pm
Central Time |
| Week 14
December 5 | Music Ministry
Mobilizing Volunteers | See PDF | | |

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