



On-Campus Course Syllabus

MIN 614

Educational Ministry in the Church

Spring 2025

Class Information

Day and Time: Tuesday 4:45-6 PM; Thursday 4:45-6 PM

Room Number: E206

Contact Information

Instructor Name: Jade Jun Chia, Ph.D.

Instructor Email: XXXX@criswell.edu

Instructor Phone: 469766XXXX (please ask me)

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

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 (5% of the final grade).
3. **ACADEMIC STUDENT MINISTRY CALENDAR:** The student will design an Academic Student Ministry Calendar for the upcoming academic year, Fall 2025- Spring 2026. This calendar will serve as a strategic planning document that supports the ministry's mission and vision while addressing the holistic needs of students, parents, and leaders within the church. The project should reflect an understanding of ministry best practices, organizational planning, and effective communication.

The final calendar should include the following components:

Mission and Vision Statements

- A clear and concise mission statement reflects the student ministry's purpose.
- A vision statement outlining the long-term goals of the ministry.
- Integration of these principles into the structure and goals of the calendar.

Ministry Programming and Activities

- Weekly and monthly schedules of all regular programming (e.g., Sunday school, midweek gatherings, small groups, newsletter).

- Special events (e.g., retreats, mission trips, outreach events, summer camps).
- Seasonal themes (e.g., Advent, Christmas, Easter, Back-to-School).

Bible Study Schedule

A detailed Bible study schedule indicating themes, scripture references, preaching, and special studies (e.g., discipleship training, apologetics).

Leadership

Training and development opportunities for **leaders and volunteers**, including workshops, retreats, and mentorship programs.

Parent Engagement and Communication

- An example of a **monthly parent newsletters** including:
 - Key updates on programming and events.
 - Parenting resources and spiritual development tips.
 - Volunteer opportunities and ways to support the ministry.

Budgeting and Resource Allocation

- A financial overview of proposed programming, including estimated event costs, materials, and resources.

Calendar Presentation

- Create a visually appealing and easy-to-follow **calendar layout** (digital or printable).
- The calendar should reflect professional communication standards and be suitable for distribution to stakeholders (students, parents, volunteers, and church staff).

Guidelines

- **Formatting:** Use Font size 12 Times New Roman. The calendar may use professional design software (e.g., Canva, MS Publisher) or a structured table format.
- **Research and Sources:** Be ready to support your planning with relevant academic or ministry-based sources to justify the inclusion of various components/
DUE: = Tuesday, 3/25 (30% of the final grade).

4. 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** (5% of your total grade) to the professor, 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: Thursday, 5/1** (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?

IMPORTANT

- The paper must be written in **the Chicago or APA** format (refer to your Canvas or resources). https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- Writing in the first or second person will automatically deduct 10% from your final paper grade.
- This is NOT an opinion paper or a sermon. If you make bold statements, you must footnote or cite your references, or it will be considered plagiarism or your personal opinion.

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, 4/22** (20% 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	5
Semi-Structured Interview Guide	5
Research Paper	30
Presentation	20
Programming	30
Total	100

Course/Classroom Policies and Information

Students are responsible for informing the professor (at least 12 hours before class) if they are to be absent. Unexcused absences will be deducted from the student's final participation grade.

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.

Grading Scale

			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	Introduction to course How to write a qualitative research paper	N/A		
Week 2	Introduction, Is Christian Education Still relevant? Theological – Biblical View of Christian Education	Cardoza; Part I, 1 & 2		
Week 3	Ethnic Church Ministry Senior Pastor Transition	Cardoza; Part I, 3 & 4		
Week 4	Developing a philosophy of Christian Education			
Week 5	MEET 1ON1 with Dr. Chia to discuss research topic		Come with a research topic	
Week 6	Transformational Teaching Teaching methods 101	Cardoza; Part IV, 9 & 10	Semi-structured interview Guide	
Week 7	Practical Christian Education & Learning Theory	Cardoza; Part I, 5 Cardoza; Part II, 6		

Week 8	Educational Taxonomies: Analysis and Design; implementation and evaluation	Cardoza; Part II, 7 & 8		
SPRING BREAK				
Week 9	Emerging Adult, Adult Ministry and Family Ministry	Cardoza; Part IV, 19-20 Cardoza; Part IV, 16	Submit your Ministry Calendar	
Week 10	Ministry with Persons with Disabilities Care ministry	Kim; Part I, 3 (PDF)		
Week 11	Student Ministry (children and youth) in cultural context of your church	Cardoza; Part II, 17 & 18		
Week 12	Class Presentations		Presentation; Be ready to defend your Ministry Calendar in class	
Week 13	CE Across Borders; Christian Schooling in Higher Ed	Kim; Part I, 4 (PDF) Cardoza Part 5, 24 & 25	Research Paper	
Week 14	Music Ministry Mobilizing Volunteers	Kim; Part II, 9 (PDF)		