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CE 501 The Servant as Minister of Education

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Course Syllabus
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Fall 2000
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CE 501 - THE SERVANT AS MINISTER OF EDUCATION

Three Hours

Explores the roles and responsibilities of the local church director/minister of education, for "equipping of the saints," including foundational preparation in theory and practice in training teachers, program planning, with special focus on nurturing, facilitating, administering and coordinating the church's educational ministries.

You might view this course as "Boot Camp," preparation for the mission of being equipped as ministers of Christian education or discipling. The course is introductory and we will look at the resources we all bring from our past experience. We will examine insights handed down to us in Scripture and from others who have engaged in this mission and ministry before us. In the course you will be introduced to some basic assumptions, given experience with important learning processes. As you make your way through "Boot Camp," you can identify the information and skills you need to develop for effective ministry. It is also my hope that in the time we spend together our excitement for serving God through Christian education ministries will grow.

COURSE OBJECTIVES

Students who complete the course with basic competency will be able to:

1. Identify biblical principles which inform the educational ministry of the church, its purpose, process, and leadership roles.
2. Identify the emphases that will be present in a philosophy of Christian education which is in harmony with Wesleyan perspectives.
3. Begin to develop a philosophy of Christian education based on findings from the social sciences and in harmony with biblical principles and his/her theological perspective.
4. Describe the relationship between nurture and evangelism and identify the potential of reaching persons for Christ through Christian education ministries.
5. Explain how the minister of education functions as equipper of teachers, guide in ministry planning, and servant leader to enhance the Christian education ministries of the laity.
6. Apply insights from communication research in planning the people change needed for increased effectiveness in Christian education ministries.
7. Sense a growing conviction that effective Christian education ministries are essential if the church is to fulfill the great Commission.

ASSIGNMENTS

Reading

Is It a Lost Cause? Having the Heart of God for the Church's Children, Marva J. Dawn
Educating Congregations: The Future of Christian Education, Charles R. Foster.
John Wesley's Class Meeting: A Model for Making Disciples, D. Michael Henderson.
Creative Ministry, Henri Nouwen.
Patterns in Moral Development, Catherine M. Stonehouse.
The Gospel of Mark

Select **one** book from the following list:

United Methodists, *Foundations: Shaping the Ministry of Christian Education in Your Congregation* **AND** *Planning for Christian Education*, Carol Fout Krau, Ed.
Revitalizing the Sunday Morning Dinosaur, Ken Hemphill
Disciple making Teachers, Josh Hunt and Larry May
The Ministry of Nurture, Duffy Robbins
Why Nobody Learns Much about Anything at Church, Thom and Joani Schultz
Natural Church Development, Christian Schwarz.

Reading Reports

Submit a card indicating the completion of reading in each assigned book. The final grade will be reduced by .25 or .50 for each reading assignment not completed.

Reading cards are due as follows:

Oct. 4 – *Patterns in Moral Development*
Oct. 20 – *Creative Ministry*
Oct. 25 – Gospel of Mark
Nov. 29 – *John Wesley's Class Meeting*
Dec. 1 – *Educating Congregations*
Dec. 6 – *The Confident Leader*
Dec. 8 – Additional Reading

Study in Mark

Read through the Gospel of Mark observing Jesus, the master teacher. Note how Jesus taught. What methods did he use? When and where did he teach? What attitudes did he portray toward his learners? Make **brief** notes of insights from each chapter and follow the reading timetable noted on the course schedule. **You will need your insights from this study for the mid-term exam.**

Learning Group Interaction

With 1 or 2 other students form a learning group to discuss class assignments. Groups will meet for a **minimum of 3 hours during the semester**. On assignments indicate the amount of time

spent in learning group interaction. On the final exam report the total amount of time spent together discussing the course.

Integrative Papers

Write integrative papers answering the following questions. Be sure to address each section of the questions and include in your response several points that relate to each grading criterion. Each paper is to be no more than 2 ½-3 pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12-point type.

1. Due September 29

- A. In 200 - 250 words summarize the distinctives of a Wesleyan theology presented in class and in chapters 3 and 4 of *John Wesley's Class Meeting*.
- B. In the Christian education you have experienced and observed, what has been in harmony with the Wesleyan distinctives discussed in class and presented in *John Wesley's Class Meeting*? What has not been in harmony with those distinctives?
- C. If you could serve the church(s) you have been reflecting on, what would you as minister of Christian education do to **help your lay people** have a teaching ministry that would more adequately reflect Wesleyan distinctives. **Note: if you come from a denomination with a non-Wesleyan theological perspective, see the professor for a revised version of this question.**

Grading Criteria

- a. Grasp of Wesleyan distinctives discussed in class.
- b. Grasp of the Wesleyan distinctives presented in *John Wesley's Class Meeting* by Henderson.
- c. Ability to see harmony or disharmony between theology (Wesleyan distinctives) and Christian education experience.
- d. Significance of the plans for **helping the laity** be more Wesleyan in their teaching ministries.

2. Due October 11

Prepare an outline of your philosophy of Christian education using the themes presented in class and show how your philosophy is supported in course materials. You may use a chart format with up to 700 words.

- A. Articulate statements of basic beliefs about the Aim, Content, Teacher, Student, Environment, and Evaluation in Christian Education.
The statements are not to be more 50 words per aspect, on the average.

In the remaining 1-2 pages of your paper briefly discuss how Deuteronomy 6, the example of Jesus, Stonehouse, Foster (chapters 1-4), and other insights presented in class support the basic belief statements of your philosophy.

Grading Criteria

- a. Strength of the philosophy.
- b. Strength of the support from course materials.

3. Due November 17

You came to Grace Church in January and have been serving as Minister of Education for 10 months. After observing Vacation Bible School last summer you decided that a change in curriculum is needed. A dedicated group of women have led vacation Bible school for the past 3 years; they love working together and want to lead the VBS again next summer. Each year they ordered materials from a certain publisher without looking at other possibilities, and felt good about the materials. You believe there are more creative resources available that will provide more significant learning experiences for the children. A church across town used one of the resources you would like your leaders to consider. Their minister of education excitedly told you about their experience and showed you a video of their VBS in action.

Use Everett Rogers' paradigm as a guide for identifying elements necessary in the change process and develop an action plan for guiding your VBS leaders toward adopting new curriculum resources for next summer's VBS and using them effectively.

- A. Prepare a one-page chart of information about your staff and church situation that informs your plan. On the chart list each phase in Everett Rogers' paradigm for the Innovation-decision Process. Also list what you know about your staff that applies to that phase. Use your imagination in describing a hypothetical situation, or think of a real church situation to describe.
- B. Outline the steps you will take to implement Rogers' paradigm and bring the desired change. Your plan may reflect approaches from the Collective Innovation-decision-making Process, or the Authority Innovation-decision-making Process discussed in class, or a combination of both. For each step in the action plan indicate what aspect of the change process you hope to accomplish.

Grading Criteria

- a. Understanding of Roger's theory and how to use it in developing a plan for change.
- b. Ability to plan workable strategies based on theory and the situation.

Exams

Mid-term - **Due November 1**

Final - **Due December 13, 1:00 PM**

All papers and exams are to be type written in 12 point type and double spaced.

Inclusive language is to be used.

Document the source of ideas and quotes using an official form of

documentation.
Type SPO number clearly on the front of all papers.

CLASS ATTENDANCE

The input and interaction in class sessions are important to the learning process. Regular class attendance is therefore expected.

GRADING

Students will contract for a "B" or an "A" grade. Completion of an additional project is necessary for an "A."

All projects will be graded on a 4.0 scale.

On a "B" contract, (1) integrative papers, (2) mid term, and (3) the final exam will be averaged for the course grade. The following grades will be assigned for the grade points listed below:

B+ 3.4 - 4.0

B 2.8 - 3.3

B- 2.4 - 2.7.

Lesser grades will be assigned if the grade point falls below 2.4.

On an "A" contract, (1) integrative papers, (2) mid term, (3) the additional project, and (4) the final exam will be averaged for the course grade. If the accumulated grade point is 3.75 or lower, an A- will be assigned or the student will be asked to renegotiate the contract.

If assignments are submitted late, grades may be lowered unless a change in deadline has been arranged with the professor.

ADDITIONAL PROJECTS

Group Presentation and Report

With other students, be responsible for a 30 minute segment of the class session on one of the dates listed below dealing with the designated topic. In preparation for the presentation each student will interview an active Christian education professional who is effective in the designated area of ministry. Each student will also be responsible for researching the literature for further insight on the topic.

Together as a group, decide what information is needed for the presentation. Develop questions to use in interviews. Assign areas of research to each group member.

Prepare a presentation which integrates your findings and uses effective teaching methods. Make it an interesting and insightful 30 minutes for your classmates. Remember the time limit. The grade will be reduced by .25 for each 5 minutes over the allotted 30 minutes. Be realistic in what can be effectively taught in 30 minutes.

Presentation Grading Criteria

- a. Significance of content.
- b. Effectiveness of presentation.

Each student will write a 4 - 5 page report of important findings from his/her personal interview and research. In the report include insights on the C.E. professional's role in the ministry. Identify the resources you have consulted. Reports are due on the day of the presentation. Note, this is to be a summary of your findings, not just the copy from your section of the presentation. You should have learned more than can be included in the presentation.

Written Report Grading Criteria

- a. Grasp of the ministry being studied. (double value)
- b. Integration of findings.
- c. Understanding of the C.E. professional's role in this area of ministry.

Group Presentation Options

October 27 – Nurturing Volunteers

November 17 – Effective Sunday Schools

November 29 – Small Group Ministries

Application Dialogue and Report

This project is open to persons serving regularly each week in the educational ministry of a local church. You will meet for one hour weekly (for a minimum of 12 hours) with one or two other students to discuss how you can implement in your ministry the principles being explored in this course and to evaluate applications tried.

In your dialogue sessions review key concepts from your reading and class notes. What in your experience affirms or brings into question these ideas? Which concepts: seem to hold the greatest potential? Challenge your current thinking? Are confusing to you? Seem unworkable? Could be applied in your current ministry? How will you adjust your ministry in the light of your learning? Even though I may not be able to apply the whole plan, what piece might I start with? What piece could be applied in a small church?

Each week submit a card for your group indicating the meeting time, those present, and a brief outline of the topics discussed. At mid term and at the end of the semester each person will submit a 1 - 2 page evaluation of the application dialogue experience. Report actions taken as a result of the dialogue sessions. The grade will be based on fulfilling meeting time requirements and the significance of the applications.

Evaluations due **October 20 and December 8.**

Christian Education Resource Research, File and Evaluation

Spend a minimum of 15 hours identifying sources of Christian education resources, filing information gathered and evaluating curriculum. From publishers request catalogues and brochures, not samples.

Set up a filing system for future use. File catalogues, brochures and other resource ideas.

Evaluate one quarter's worth of comparable resources for one age group from two different publishers. Use the evaluation form provided by the professor. Write a 2 page summary of your evaluation and assessment of the materials.

Submit your file, curriculum evaluations and a **record of time invested**. Grade will be based on fulfilling time requirements, the breadth of the findings, the organization of the file, and the pertinence of the evaluation.

Materials are due, **in FM106, December 8**. Pick them up **from FM106, December 13**.

Interview, Observation and Report

Invest a minimum of 12 hours interviewing professional and volunteer C.E. workers and observing C.E. ministries. Generate a list of questions to ask interviewees and to have in mind as you observe. The list may change as the semester progresses. Questions should allow for expanding your understanding of topics related to course content.

Write a 5-6 page paper based on your interviews and observations, integrating your findings with course content. Discuss the insights you gained, their relationship to course content and implications for your future ministry. Append a list of the questions which guided your exploration, the names of persons interviewed and a statement of the time invested.

The grade will be based on the paper and the completion of the 12 hours of interviews and observations. Papers are due **December 8**.

COURSE SCHEDULE

September 5 – Introduction to the Course

Unit I - Biblical, Wesleyan Foundations for Christian Education Ministries

September 7 - Biblical principles: Our Purpose

Read: Dawn pp. 1-11

September 12 – Biblical Principles: Old Testament Foundations

Read: Foster pp. 11-50

September 14 - Biblical principles: Jesus as Model Teacher

Read: Foster pp. 51-79

September 19 – Wesleyan Perspectives

Read: Henderson pp. 83-126

September 21 - Developing a Biblical, Wesleyan Foundation for Christian Education

Read: Henderson pp. 127-160

Unit II – The Minister of Education's Philosophy of Christian Education

September 26 - Components in a Philosophy of Education

Read: Nouwen Chapter 1

September 28 – Varied Views on Education 26

Read: Foster pp. 80-108

October 3 - A Developmental Perspective on Education

Read: Stonehouse Patterns in Moral Development

- October 5 – Insights from Religious Educators
Read: Foster pp. 109-135
- October 10 – The Power of Story
Read: Nouwen Chapter 2
 Dawn pp. 13-46

III - Making Disciples Through Christian Education

- October 12 - The Sunday School - Effective Today?
Read: Dawn pp. 47-88
 (Hemphill or Hunt)
- October 17 – Small Group Ministries
Read: Henderson pp. 11-81
- October 19 - Releasing the Outreach Potential of Christian Education
Read: Dawn pp. 89-125
 (Schwartz)
- October 24 – Discipling Across the Life-span I
Read: Dawn pp. 127-163
 (Robbins or Schultz)
- October 26 – Discipling Across the Life-span II
Read: Dawn 164-200

Unit IV - The Minister of Education as Servant Leader in Christian Education

- October 31 - Christian Education: Ministry of the Laity
Read: Nouwen Chapter 4
 Dawn pp. 201-249
- November 2 - Recruiting Lay Volunteers in Christian Education
Read: Mark 1-3
- November 7 – Nurturing Volunteers
Read: Nouwen Chapter 3
- November 9 – Equipping Volunteers
Read: Mark 4-8
- November 14 - The Process of Bringing about Change in Christian Education
Read: Mark 9-11
- November 16 - The Minister of Education as Change Agent
Read: Mark 12-14
- November 28 – Guiding in Ministry Planning
Read: Mark 15-16
 (Foundations and Planning for Christian Education)
- November 30 – Curriculum: Resources for Volunteers
- December 5 - The Vision of the Leader
- December 7 - Presentations
- December 14 – 9:00-11:00 AM – Presentations