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Course Syllabus
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Spring 1999
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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.

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. Articulate key concepts of traditional, behavioristic, and developmental educational philosophies and their implications for Christian education.
4. 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.
5. Describe the relationship between nurture and evangelism and identify the potential of reaching persons for Christ through Christian education ministries.
6. Explain how the minister of education functions as equipper of teachers, guide in ministry planning, and administrator to enhance the Christian education ministries of the laity.
7. Apply insights from communication research in planning the people change needed for increased effectiveness in C.E. ministries.
8. Identify principles for effective teamwork between the pastor and the professional director of Christian education.
9. Sense a growing conviction that effective Christian education ministries are essential if the church is to fulfill the great Commission.

ASSIGNMENTS

Reading

The Confident Leader, Arlo Grenz.
Teaching for Reconciliation, Ronald Habermass and Klaus Issler
John Wesley's Class Meeting: A Model for Making Disciples, D. Michael Henderson.
Patterns in Moral Development, Catherine M. Stonehouse.
"Learning from Gender Differences," Catherine M. Stonehouse.

Extraordinary Results from Ordinary Teachers, Michael D. Warden
One of the following:
For United Methodists, *Foundations: Shaping the Ministry of Christian Education in Your Congregation* **AND** *Planning for Christian Education*, Carol Fout Krau, Ed.

Non United Methodists may read the Methodist material for ideas or comparable materials from your denomination which provide an introduction to the denomination's educational ministries, or *Ministry to Persons* by Robert Crandall which is on reserve in the library.

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? Keep a journal of insights from each chapter and follow the schedule of reading noted on the course schedule. **You will need your insights from this study for the mid-term exam.**

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:

Mar. 3 - *Patterns in Moral Development*
"Learning from Gender Differences"
Mar. 17 – *Extraordinary Results from Ordinary Teachers*
Mar. 29 - Denominational Materials
April 19 – *John Wesley's Class Meeting*
May 10 – *Teaching for Reconciliation*
May 12 - *The Confident Leader*

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 - 2 1/2 pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type.

1. Due March 1

- A. In 100 - 150 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. (continued on next page)

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 March 15

- A. Prepare a 1-page abstract summarizing the main concepts in *Patterns in Moral Development*.
- B. Prepare a ½ page abstract summarizing the main concepts in “Learning from Gender Differences.”
- C. In ½ - ¾ of a page, describe a life or ministry event that you now understand more fully because of some concept(s) in the above developmental resources. Articulate the connection you see between the concept and the experience.
- D. Take ½ - ¾ of a page to discuss how you will use the concepts or understandings to enhance the effectiveness of your teaching and discipling ministries.

Grading Criteria

- a. Understanding of *Patterns in Moral Development* (x2)
- b. Understanding of “Learning from Gender Differences”
- c. Insightfulness in connecting theory with life and ministry.

3. Due May 3

- A. Drawing from the class sessions focused on the Sunday school, discipling ministries, evangelism and church growth, summarize the potential which Christian education ministries hold for evangelism and assimilating people into the body of Christ.
- B. In the churches you have attended, what examples have you seen of Christian education ministries being used to provide the evangelism and church growth--disciple making--related functions described in class presentations and discussions? Describe these briefly. If you have never seen C.E. ministries contributing to evangelism and church growth, what examples have you heard of? Or, discuss specific possibilities the church was ignoring.
- C. As minister of Christian education, what will you encourage your C.E. staff to do so that the evangelism and church growth—disciple making-- potential of their **C. E. ministries** will be released? Base your plans on the evangelism/church growth principles presented in class as well as what you have seen in churches which effectively reach people for Christ and assimilate them into the body of Christ.

Grading Criteria

- a. Grasp of the evangelism/church growth/disciple making functions identified in class.

- b. Ability to recognize the contribution of C.E. ministries in the fulfilling of these functions.
- c. Significance of the actions identified in response to section C. (Double Value)

Exams

Mid-term - Due April 12

Final - Due May 20, 1:00 PM

All papers and exams are to be type written 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.

Presentation Grading Criteria

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

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.

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

April 14 – Effective Sunday Schools

April 19 – Making Disciples Through Small Groups

April 28 – Effective Youth 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 **March 29 and May 12.**

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 M301, May 12.** Pick them up **from M301, May 20.**

Teaching Group

Form a cooperative learning group of four students from the class. Each person will design and teach two thirty minute sessions implementing the Learning Styles teaching model and teaching principles presented in CE 501. The sessions a person teaches are to be for two different age groups, children, youth, or adult. Each group member will complete an evaluation of each teaching session (**Forms available from the professor**). Group members will provide each other with constructive feedback in a twenty-minute discussion period following each session taught. During the first week of class meet to organize and establish a schedule. The eight group teaching sessions should be scheduled between **March 24 and May 12.**

Following each presentation to the group, turn in to the professor for grading, the session plans and materials developed by the presenter and used in teaching along with the evaluation sheets from each participant. The presenter will also complete an evaluation form on the experience. The grade will be based on the effective implementation of good teaching principles, the age appropriateness of content and approach, and faithful group participation.

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 **May 12**.

COURSE SCHEDULE

February 10 – Introduction to the Course

Unit I - Biblical, Wesleyan Foundations for Christian Education Ministries

February 15 - Biblical principles: The Purpose of the Church and Old Testament Model of Religious Instruction.

Read: Warden pp. 4-68
Habermas and Issler pp. 19-57
Mark 1-2

February 17 - Biblical principles: Jesus as Model Teacher.

Read: Warden pp. 69-90
Mark 3-4

February 22 - Developing a Biblical, Wesleyan Foundation for Christian Education.

Read: Henderson pp. 83-160

Unit II – The Pastor’s Philosophy of Christian Education

February 24 - Components in a Philosophy of Education.

Read: Grenz pp. 3-42
Habermas and Issler pp. 127-159
Mark 5-6

March 1 – Varied Views on Education

Read: Grenz pp. 43-62

March 3 - A Developmental Perspective on Education.

Read: Stonehouse Patterns in Moral Development
"Learning from Gender Differences."
Mark 7-8

March 8 – Insights from Religious Educators

Read: Warden pp. 91-113
Habermas and Issler pp. 58-72 and skim pp. 73-98

Unit III - The Pastor as Teacher

March 10 - Critical Teaching Skills I

Read: Warden pp. 114-156
Mark 9-10

March 15 - Critical Teaching Skills II

Read: Warden pp. 157-176

March 17 - Learning and Teaching Styles

Note: Complete Kolb Learning Style Inventory
Read: Warden pp. 177- 199

Habermas and Issler pp.99-123
Mark 11-12

March 22 - Strategies and Models for Applying Learning Styles Theory.
Read: Grenz pp. 63-104

March 24 - The Teaching Church
Read: Grenz pp. 145-162
Mark 13-14

Unit IV - The Pastor as Servant Leader in Christian Education

March 29 - The Pastor Leading the Laity in Christian Education Ministry
Read: Grenz pp. 217-260
Ministry to Persons, **OR** United Methodist materials **OR** Other denominational materials

March 31 - The Pastor and the Recruiting of Lay Volunteers in Christian Education.
Read: Grenz pp. 105-144
Habermas and Issler pp.305-318
Mark 15-16

April 12 - The Vision of the Leader
Read: Grenz pp. 261-290

April 14 - The Sunday School - Effective Today?

April 19 – Discipling Ministries
Read: Henderson pp. 11-81

April 21 - Releasing the Outreach Potential of Christian Education
Read: Grenz pp. 291-326

April 26 - Adult Ministries.
Read: Habermas and Issler pp.160-190

April 28 – Youth Ministries
Read: Habermas and Issler pp.199-263

May 3 – Ministry with Children
Read: Habermas and Issler pp.264-304

May 5 - The Pastor and Curriculum

May 10 - The Process of Bringing about Change in Christian Education
Read: Habermas and Issler pp. 319-340

May 12 - The Pastor as Change Agent
Read: Grenz 163-216

May 20 – 1:00 - 3:00 PM – Wrap Up
Final Exam Due