COURSE DESCRIPTION: The historical and philosophical development and the biblical principles of Christian education and are examined and applied. Attention is given to the discipleship process and faith development, the teacher/learner process, small group development, age differentiated ministry needs in the local church, working with volunteers, developing lesson plans and directing the Christian education program of the church.

COURSE OBJECTIVES:

COGNITIVE (KNOW/UNDERSTAND):

1. The student will learn how Christian education and discipleship are interrelated, as well as the importance of a comprehensive Philosophy of Ministry for the educational needs of the local church ministry.
2. The student will gain a greater understanding of the “big picture” of Christian education needs in the life of the local church.
3. The student will learn how individuals develop in mind and faith and how such development applies to the Christian education process.
4. The student will learn how to recruit and oversee the work and ministry of volunteers.
5. The student will learn the value and usefulness of a small group ministry.
6. The student will learn specific applications to the needs of the following age groups in the church: children, youth, adults, including singles, men’s and women’s ministries.
7. The student will learn the basic principles involved in the teaching/learning process.
8. The student will learn how to ask insightful questions for Bible study purposes.
9. The student will learn how to prepare a lesson plan.

AFFECTIVE (FEEL/MOTIVATION):

1. The student will grow in his/her conviction and passion to make disciples of Christ in his/her ministry.
2. The student will grow in his/her desire to ascertain the spiritual needs of all members and generations of the church and to assure that those needs are being met.
3. The student will grow in his/her understanding of the needs of volunteers and in his/her understanding of the benefits of the ministry of working personally with volunteers.
4. The student will grow in his/her love for teaching others.
5. The student will delight in the use of the “question methodology” for ministry and study purposes.
6. The student will grow in commitment to the use of the three learning domains in the teacher/learner process.
7. The student will grow in increased awareness of the liabilities of church ministry.

VOLITIONAL (DO/COMPETENCIES):

1. The student will work through the development of a Philosophy of Ministry for a given area of Christian education in his/her ministry or church.
2. The student will choose an area of interest in Christian Education and write his or her observations and conclusions with an application to ministry in the area studied.
3. The student will prepare a lesson plan based on the three learning domains.
4. The student will engage in the task of creating inductive Bible study questions for small group ministry settings.

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### Course Objectives Related to MDiv* Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course: CE514 Educational Ministries of the Church</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor: Dr. Rod Culbertson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus: Charlotte</td>
<td>Minimal</td>
<td>Must write basic philosophy of ministry statements, based on research and theological understanding.</td>
</tr>
<tr>
<td>Date: 02/2012</td>
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<table>
<thead>
<tr>
<th><em><em>MDiv</em> Student Learning Outcomes</em>*</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Minimal</td>
<td>Principles of Discipleship derived from Scripture will be briefly considered.</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>None</td>
<td></td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Minimal</td>
<td>Love for God’s people will certainly be addressed.</td>
</tr>
<tr>
<td><strong>Desire for</strong></td>
<td></td>
<td></td>
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<tr>
<td>Burning desire to conform all of life to the Word of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worldview</td>
<td>Description</td>
<td>Level</td>
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<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>God</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Winsomely</td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
</tr>
<tr>
<td>Reformed</td>
<td></td>
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<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
</tr>
<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
</tr>
<tr>
<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTBOOKS:**  
(Approximately 1029 pages)

5. IN ADDITION TO THE READING ABOVE, THE STUDENT IS REQUIRED TO READ 75 PAGES FROM ANY OF THE BOOKS LISTED BELOW IN THE RECOMMENDED READING LIST.

**Recommended Reading (Highlighted are particularly recommended):**


**REQUIREMENTS AND EVALUATION:**

I. Class attendance and discussion.

You will be expected to participate in the class discussion, especially as we interact with the textbooks and assigned reading, as well as the required papers.

II. Reading (25% of course grade)

Reading is required and the student will be graded through an honor system method.

III. Papers (50% of course grade)

Two papers are required for the course.

**Papers must be:**

1. Double-spaced
2. Numbered
3. Place your name only on the cover sheet
4. **12 point/Times Roman typeset with standard margins** (Note: you can lose points here).
5. Cite at least 5 sources, excluding the course textbooks. You may include one personal interview with a pastor or leader in ministry as a source. Sources should be listed at the end of the paper. Footnotes are not necessary but are permitted.

The student must choose to write on **one** topic from **each** of the following two categories:

1. **Philosophy of Ministry (choose one or if you wish to write two 4 page papers on two subjects, that is permissible):**

   a. Christian Education in the Local Church: Create a holistic Philosophy of Ministry for the entire church’s Christian Education approach (discipleship for all ages). Will you use programs? How will age groups and sexes be divided? Will your approach be simple or complex? Address curriculum choices, meeting times, potential problems and solutions, etc.
   
   b. Children’s Ministry: Create a Philosophy of Children’s Ministry (Nursery – 5th Grade)
   
   c. Youth Ministry: Create a Philosophy of Youth Ministry (6th-12th Grade)
   
   d. Men’s Ministry: Create a Philosophy of Men’s Ministry
   
   e. Women’s Ministry: Create a Philosophy of Women’s Ministry
   
   f. Single Adults Ministry: Create a Philosophy of Ministry for a Single Adult Ministry
   
   g. Older Adults Ministry: Create a Philosophy of Ministry for an Older Adults Ministry
h. College Ministry: Create a Philosophy of Ministry for a local church in a college town, as it works with its own college students, as well as with students and staff engaged in parachurch campus ministries
i. Camping, Conferences and Retreats: Create a Philosophy of Ministry for the use of Christian camps, conferences and retreats

Length: 8 pages minimum
Due Date: March 1, 2012.

2. Special Christian Education Focus (choose one):

a. Create a Policy for the **Church Nursery**: Provide a written church nursery policy.
b. Do a Study in **Church Liability**: Describe the need of church liability and write a basic church policy covering liability in all areas of the church ministry
c. The question of the **Church/Christian School**: Independent or church-related? Advantages and Disadvantages. Financial requirements. How to start a Christian school, etc. Discuss the issues and requirements involved in a church-sponsored Christian school.
d. Home School, Christian School, Private School and Public **School Debate**: Explain the issues and how you will create an environment of acceptance (or tolerance) for all positions in your local church body of believers
e. **Curriculum Study**: Research various types of curriculum made available by different publishers. Choose an age group (toddlers, preschool, children, teens, adults, or any one specific grade school age). Describe, analyze and compare three different types of curriculum (evangelical vs. Reformed or different types of Reformed curriculum or three types of evangelical curriculum) and explain and give a rationale for which ones you would use if given the task of choosing one for your church.
f. **Single’s Ministry**: Create a one-year curriculum: Include topics, Scripture Passages, Materials, etc.
g. **Adult Ministry**: Create a one-year curriculum for teaching adults. Include topics, textbooks, lesson plans with or without learning activities, etc.
h. Ministry to the divorced (single again) and widows and widowers: create a policy and approach to this special needs group in the local church.
i. **Elder of Officer Training** Program
j. **Teacher Training** Program
k. Ministry to the **Disabled**: create a policy and approach to this special needs group in the local church.
l. **Faith and Moral Development**: Study the developmental stages of the individual and explain how these stages impact and affect learning, as well as the development of faith and morality in the growing child/believer
m. **Brookstone Schools Visit**: Take a trip to Brookstone School ([http://www.brookstoneschools.org/](http://www.brookstoneschools.org/)) and visit a classroom, a chapel service (held on Thursdays; you could possibly be the volunteer speaker) and do a 20 minute interview with either the principal, Dr. Don Larsen or with one of the founders, Mrs. Suzanne Wilson in order to learn about this unique ministry. Write a summary of your visit and any observations which you have made due to the trip. **(Length: 2-3 pages)**
n. Other: with the permission of the professor, choose an area of interest in Educational Ministries in the Church. Research, study and present your findings and conclusions

Length: 6 Pages minimum
Due Date: April 26, 2012

IV. Final Exam (25% of course grade)

The final exam will be a comprehensive, written exam which will cover content from all of the lectures and all of the reading (general concepts).

Due: Exam Week

POLICY ON CHEATING AND PLAGIARISM:
Research papers require borrowing other people's ideas and words. However, the source of such borrowing must be acknowledged properly so that your ideas are clearly distinguished from ideas that you borrowed. If the source is not acknowledged properly, your work is plagiarism. For an excellent summary on what constitutes plagiarism, see Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations (rev. by Wayne C. Booth, etc.; 7th ed.; Chicago: University of Chicago Press, 2007), pp. 77-80 (section 7.9). Plagiarism includes word-for-word copying, lifting terms, restatement of someone's argument or line of thought, etc. – all without acknowledgment of source. Plagiarism also includes giving a source partial credit when more is taken from that source than indicated. Plagiarism, whether intentional or unintentional, is very serious. All plagiarism cases are referred to the Academic Dean for resolution. Consequences may include some of the following: • repeat the assignment and receive a maximum of a D on the assignment • receive an F on the assignment • receive an F in the course • expulsion from the seminary

POLICY ON LATE WORK: Any work turned in late and without either a written excuse or previous permission granted by the professor will be docked one point/day for that assignment. Excuses for late work will be accepted for dire medical needs or reasons or other extreme emergencies.

POLICY ON GRAMMAR AND SPELL CHECK: Any work turned in which appears to lack “proofing” or displays poor grammar will receive a small penalty affecting the grade.

POLICY ON INTERNET USAGE (From the RTS/Charlotte Student Handbook): Students are expected to conduct themselves at all times as mature believers. Godly behavior, expected of all Christians, is especially required of those who are preparing themselves to become ministers of the Word. Classroom manners should reflect this maturity. Students should be respectful of professors, attend all class periods, and hand in assignments on time. Classroom etiquette also includes leaving cell phones turned off, refraining from surfing the Internet and laptop computer games and talking to your neighbor during lectures.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | 02/02 | Introduction: Philosophy of Ministry: Disciple-Making Hull, *The Disciple-Making Pastor*, chapters 1-4  
       |       | Clark, *Christian Education*, chapters 1-2                                                   |
| 2    | 02/09 | GUEST: Dr. Don Larson, Brookstone Christian Schools  
       |       | Hull, *The Disciple-Making Pastor*, chapters 5-6                                              |
       |       | Clark, *Christian Education*, chapters 3-4                                                   |
| 3    | 02/16 | Introduction: Philosophy of Ministry (continued)  
       |       | Clark, *Christian Education*, chapters 6-9                                                    |
       |       | Hull, *The Disciple-Making Pastor*, chapters 7-9                                              |
| 4    | 02/23 | Lesson Planning: Forming Lessons - “Know, Feel, Do”  
       |       | Clark, *Christian Education*, chapters 10-14                                                  |
| 5    | 03/01 | Lesson Planning: The Art of Asking Questions  
       |       | > Assignment Due: *Philosophy of Ministry*                                                   |
| 6    | 03/08 | Leadership: Oversight: Organization and Administration  
       |       | Clark, *Christian Education*, chapters 25-29                                                  |
|      | 03/15 | READING WEEK                                                                              |
| 7    | 03/22 | Ministry to Men and Fathers  
       |       | Clark, *Christian Education*, chapters 31-33                                                  |
| 8    | 03/29 | Youth Ministry: Brief History and Various Models  
       |       | Clark, *Christian Education*, chapters 17, 21-24                                              |
| 9    | 04/05 | Recruiting and Training Volunteers  
       |       | Dr. Doug Falls, *Stonebridge Church Community*                                               |
       |       | Clark, *Christian Education*, chapters 30                                                    |
| 10   | 04/12 | Children’s Ministry: Role of the Covenant  
<pre><code>   |       | Dr. Doug Falls, *Stonebridge Church Community*                                               |
   |       | Clark, *Christian Education*, chapters 15-16                                                  |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Source</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/19</td>
<td>Place and Role of Small Groups in the Church</td>
<td>Dr. Doug Falls, Stonebridge Church Community</td>
<td>Kuhatschek, Jack and Bunch, Cindy, <em>How to Lead a Lifeguide Bible Study</em></td>
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<td>Clark, <em>Christian Education</em>, chapters 18-20</td>
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<tr>
<td>04/26</td>
<td>Aspects of Teaching</td>
<td>Dr. Doug Falls, Stonebridge Church Community</td>
<td>Clark, <em>Christian Education</em>, chapters 34-35</td>
<td>Assignment Due: Special Christian Education Focus</td>
</tr>
<tr>
<td>05/10-15</td>
<td>FINAL EXAMS</td>
<td></td>
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