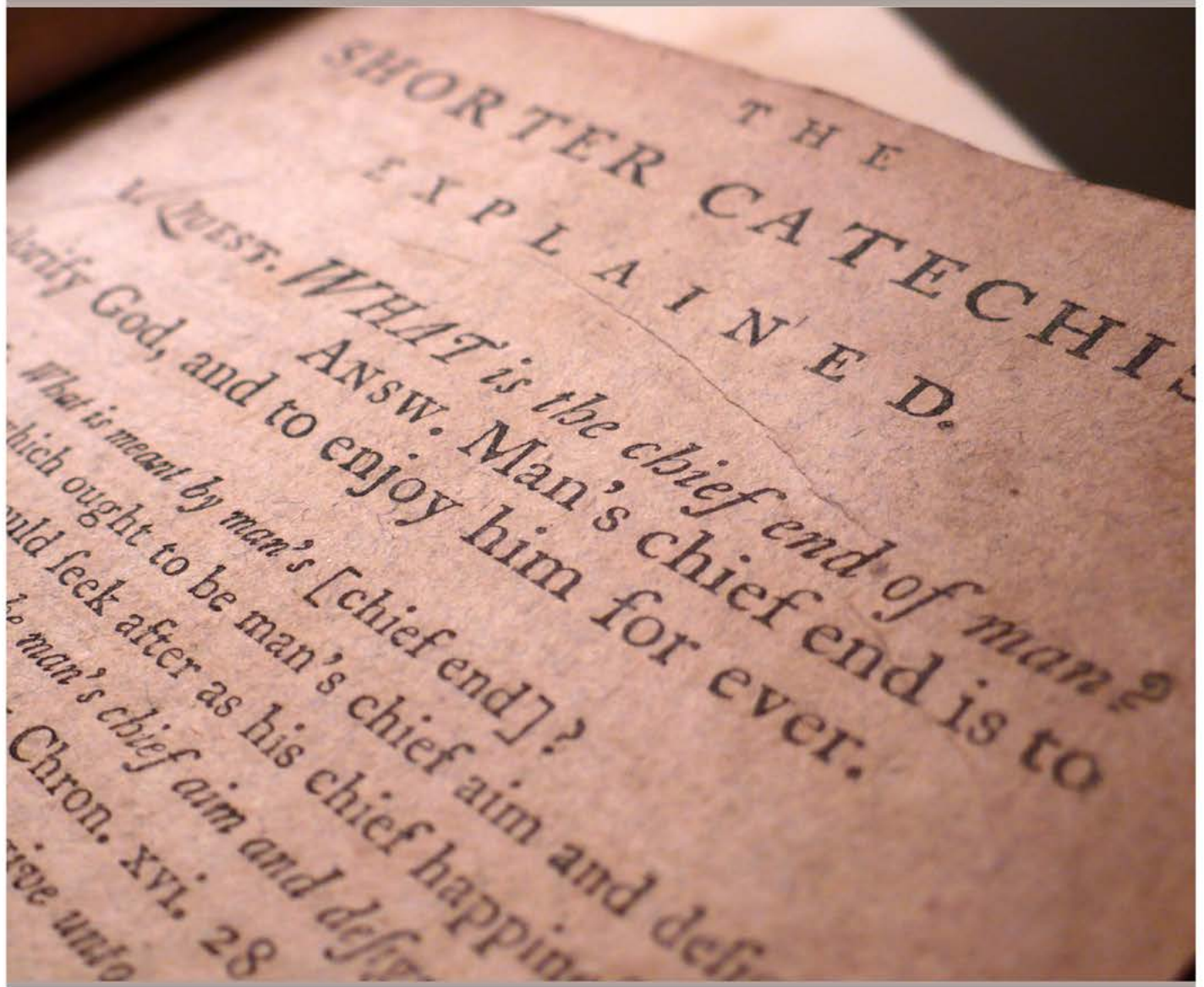


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REFORMED  THEOLOGICAL SEMINARY  
DISTANCE EDUCATION

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EDUCATIONAL MINISTRY OF THE CHURCH  
MR. JOHN R. MUETHER & DR. JOHN C. KWASNY

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# Course Overview

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## Course Description:

OCE514 Educational Ministry of the Church, 2 hours  
Lecturing Professors: Mr. John R. Muether & Dr. John C. Kwasny  
Professor of Record: Mr. John R. Muether

A study of the pastor's role as teacher and administrator within the educational program of the church. Careful attention is given to the philosophy, history, organization, curriculum, recruiting and training teachers and the special needs of each age group.

## Course Objectives:

To introduce the student to the subject of Educational Ministry in the Church with emphases on:

- History of education in the church
- Proper understanding of the Great Commission in education
- The role and importance of Sunday School and Catechesis instruction
- The content of Christian education
- The various methods and contexts of education
- Organizing a Christian educational ministry
- Youth ministry in the church
- Education outside the church with specific emphasis on the role of public and private schools, colleges, and theological training

## Required Textbooks:

Dunahoo, Charles H. *Making Kingdom Disciples: A New Framework*. Phillipsburg, NJ: P&R Publishing, 2005.

Nevin, John Williamson. *The Anxious Bench A Tract for the Times*. Chambersburg, Pa: Weekly Messenger, 1843.

[Will be distributed to the class electronically]

Parrett, Gary A., and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, Ill: IVP Academic, 2009.

[These books may also be available in ebook format through various retailers]

### *Online Student Handbook:*

The [Online Student Handbook](#) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

### *Summary of Requirements:*

1. Listen to all recorded [Lectures](#)
2. Complete all [Readings](#)
3. Participate in [Forum Discussions](#) (with other students and the professor)
4. Take the [Final Exam](#)
5. Submit an [Evaluation of the Educational Ministry of Your Church](#)
6. Submit [Reading Report](#)
7. Submit [Mentor Report/Course Application Paper](#)

# Meet the Professors

## *Lecturing Professor and Professor of Record:*



[Mr. John R. Muether](#) joined RTS Orlando as Library Director in 1989. Mr. Muether also serves as Professor of Church History, teaching core courses on education in the church, Christian engagement with culture and church government as well as elective courses on various topics. Prior to joining RTS, Mr. Muether served on the library staff at Harvard Divinity School and directed the libraries at Western Theological Seminary in Holland, MI, and Westminster Theological Seminary in Philadelphia. Mr. Muether has authored and coauthored several books, including multiple works related to the history of Presbyterianism in America, a biography of Christian philosopher and theologian Cornelius Van Til, a discussion of Reformed church worship and a compilation of bibliographic references for theological research. A native of Long Island, New York, Mr. Muether and his wife, Kathy, have four children.

## *Lecturing Professor:*



Dr. John C. Kwasny is Director of Christian Education and Children's Ministries at Pear Orchard Presbyterian Church (PCA) in Ridgeland, Mississippi. Before coming to Pear Orchard in 2005, John spent five years as a Biblical Counselor in private practice, followed by ten years as Director of Christian Education and Family Life at Plains Presbyterian Church (PCA) in Zachary, Louisiana. Dr. Kwasny has received his M.A. in Counseling and his Ph.D. in Christian Education. He is also the Worldview Integration Specialist at Christ Covenant School, an adjunct professor at Reformed Theological Seminary (Jackson), and Director of One Story Ministries, the publishing arm of Pear Orchard Presbyterian Church. Dr. Kwasny and his wife Martie have eight children (five girls and three boys), ages twenty and under.

# Grades

## *Forum Discussion (15%):*

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
  - A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
  - B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student's answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question therefore requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
  - C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.
2. Student-Student Forum (5 total posts)
  - A post may be either a new topic or a response to an already existing topic.

## *Examination (Final 30%):*

There will be one final examination for this course covering the all lectures and readings from the course. The student should use the Lesson Questions to guide them in their preparation and study for the exam. The format for the final exam will be two long essay questions. The student will have two hours to complete the exam.

The final exam for this course is to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exams. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

## *Evaluation of the Educational Ministry of Your Church (40%):*

Conduct a thorough analysis of the Christian Education program at the church you currently attend, in 12-15 pages (12 pt. point and double spaced). See section titled "[Evaluation Instructions](#)" in this syllabus.

## *Reading Report (10%):*

The student must complete all of the required reading. Reading assignments are broken down week by week within the LMS. As an assignment, the student will be asked to report the percentage of reading they have completed by submitting a reading report with their Name, Course Name, End date, and percentage of reading completed.

### *Mentor Report OR Course Application Paper (5%):*

If you are enrolled in an **RTS Global** degree program, you are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be completely filled out by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.), or are a certificate student, or special student (i.e. from another seminary), you are asked to write a 200 word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life. Course Application Papers (CAP) that fall well-short of 200 words will receive a grade deduction.

### *Assignments:*

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

### *Contact Information:*

Reformed Theological Seminary, Distance Education

2101 Carmel Road

Charlotte, NC 28226

(704) 900-1257

1-855-854-6920

FAX: (704) 366-9295

E-mail: [dess@rts.edu](mailto:dess@rts.edu)

Web site: [www.rts.edu/distance](http://www.rts.edu/distance)



# Lessons

## Lesson One

Introducing Christian Education

## Lesson Two

Covenant and Catechism

## Lesson Three

Sunday School

## Lesson Four

The Content of Christian Education

## Lesson Five

Teaching Methods and Context

## Lesson Six

Organizing a Christian Education Ministry

## Lesson Seven

Special Topics



# Evaluation Instructions

Conduct a thorough analysis of the Christian Education program at the church you currently attend, in 12-15 pages (12 pt. point and double spaced). This evaluation might include the following:

- Find out what kind of educational ministry is happening in all age groups from the nursery up through older adults. Visit a class in each group: children, youth, and adult.
- Interview the key people involved in leading these educational ministries: nursery leaders, children's ministry leaders, youth leaders, adult Christian Education leaders, etc.
- What kind of special educational ministries are there (i.e. ministries to special need or age groups)?
- What philosophy and vision are driving adult discipleship? Are their small groups in the church? If so, what do they do?
- How involved is the (senior) pastor and the session in decisions related to the educational ministry of the church, and how active are they in the educational ministry?
- What are the strengths and weakness of the educational program?
- What recommendations would you make to improve the educational ministry of the church? If you were the pastor (or a member of the session), what changes would you commend to make the Christian Education ministry more effective?



Course Objectives Related to Student Learning Outcomes

Course: Educational Ministry of the Church, OCE514

Professors: John R. Muether and John C. Kwasny

<b>Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
In order to measure the success of the MAR curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the outcomes.		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	<ol style="list-style-type: none"> <li>1. Students will write an evaluation of a church's educational ministry</li> <li>2. Final examinations asks students to synthesize and articulate broad themes of the course</li> </ol>
<b>Scripture</b>	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.)	Strong	<ol style="list-style-type: none"> <li>1. Scriptural principles for Christian discipleship will be considered at some length.</li> <li>2. As scripture is the foundation to all Christian education in the church. The student will glean educational goals, content, context, and process from scripture.</li> </ol>
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	<ol style="list-style-type: none"> <li>1. Reformed spirituality and its connection to discipleship will be a large burden of the class.</li> <li>2. Close analysis on the Westminster standards as it relates to setting the standards of Christian education</li> <li>3. Review of reformed catechisms and their role in shaping Christian education</li> </ol>
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	<ol style="list-style-type: none"> <li>1. The importance of a love for the people of God will be underscored throughout the class</li> <li>2. Goal of Christian education is the sanctification of the student</li> </ol>
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Minimal	<ol style="list-style-type: none"> <li>1. Scripture sets the agenda for Christian Education in the church</li> </ol>
<b>Winsomely Reformed/ Evangelistic</b>	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.)	Strong	<ol style="list-style-type: none"> <li>1. Christian education in the church is for the building and equipping of believers, as well as reaching the lost</li> <li>2. Christian and non-Christian wisdom in education is considered and appreciated</li> </ol>
<b>Teach</b>	Ability to teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	<ol style="list-style-type: none"> <li>1. Students learn various methods for teaching scripture based on their strengths and context</li> <li>2. Strengths and weaknesses of catechism instruction is discussed</li> </ol>
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	<ol style="list-style-type: none"> <li>1. Debates over Christian/home/public schooling receive some attention</li> </ol>
<b>MAR Specific SLO</b>	An ability to integrate such knowledge and understanding into one's own calling in society	Strong	<ol style="list-style-type: none"> <li>1. Student evaluates and provides analysis on current educational ministry structure in their church.</li> </ol>