Fall 2005

CE 514 The Educational Ministry of the Church

Friday 8-10 am

Instructor: Allen D. Curry

Office Hours:
Tuesday, Wednesday & Friday 11-12

Expectations:
All students who take this course have at least a B.A. or its equivalent. Therefore, I expect that students will be familiar with the rudiments of written and spoken English, research procedures, exam taking and paper writing. If you feel deficient in any of these areas, please contact me early in the course.

Since this is a graduate course, I do not provide worksheets or study guides. A Master’s degree indicates the ability to organize and formulate ideas of your own as well as of others. The process of organizing and formulating ideas is an important step in your academic program. I expect that you will master a body of material to such an extent that you will be able to present it to others, not simply feed back what someone has presented to you.

I recognize that all students will not have the same abilities or interest level. Nevertheless, I expect that all students will perform in a manner consistent with graduate level education. Fundamentally this means that the students are expected to take the initiative in all educational endeavors. The professor is simply a resource to help the student master the material at hand.

The end of all education is for the student to be able to acquire knowledge and use it in a way that honors the Lord. Education is not simply mimicking the professor or repeating exactly what he said.

Rather it involves the integration of material so that the student can transform what is learned and in doing so become a more effective servant of the Lord.

In my view education requires the mastery of content, critical evaluation of what is learned and the application of that knowledge in either a theoretical or practical setting. I will expect you to demonstrate these skills in this course.

Course Description:
A study of the pastor’s role as teacher and administrator in the educational program of the church. Attention is given to foundations, organization, curriculum, teaching, training, and the needs and characteristics of various ages.

Course Objectives:

1. For the students to be able to formulate a sound theological foundation for the educational ministry of the Church.

2. For the students to be able to depict the role of the pastor in educational ministry.

3. For the students to be able to select and spell out procedures for carrying out educational ministry.

4. For students to be able to describe characteristics of the individuals they will teach.

5. For students to be able to devise a plan for training CE workers.

6. For students to be able to set forth criteria for selecting and designing curriculum for various programs in the local church.
Textbooks:

Downs—Teaching for Spiritual Growth

Harper—Making Disciples

Clark, Sloat and Johnson—Christian Education: Foundations for the Future

Course Requirements:

EXAMS: There will be a midterm (10/7/05) and a final exam.

PAPER: One paper of not less than fifteen or more than twenty pages will be required. The paper must cover at least three different aspects of education in the church. Everyone must write at least five pages on foundations of Christian Education and five pages on the role of the pastor in education. The remainder of the paper can cover any other aspect of CE addressed in this course.

This paper is not to be a traditional term paper. You are to set forth your understanding of what the foundation for educational ministry in the church should be, the way in which your approach to foundations informs your beliefs about the role of the pastor and how you envision another aspect of CE will unfold in a given setting.

You need to use footnotes only when you get material from another source. If you take something from someone else be honest and give him credit. Otherwise, there is no expectation that you must use other sources of information. The emphasis in this assignment is to think and reflect rather than to engage in research.

Your paper will be judged on the basis of clarity and consistency, how well you addressed issues of importance in a comprehensive, albeit not exhaustive, way, the degree to which it is your personal work rather than from published sources, and how well you relate the issues you address to the practice of education in the church.

The paper is due on 11/18, 05. For every day that the paper is late you will lose two points from your score. Papers will not be accepted after 12/7/05. Any paper not submitted by that date will get a score of zero.

Grading:

Each exam counts for thirty percent and the paper forty percent of your grade.

Final Exam Question:

One of the requirements of this course is to reflect on pedagogy. To that end you will have the following question on the final exam: How would you change this course to make it more useful, taking into account course content, reading and writing assignments, and methods of presentation? The answer to this question is to be prepared in advance and submitted with the final exam.
Course Outline:

I. Foundations of CE
   8/26, 9/2, 9/9
   Reading: Downs 7-43; Harper 1-57; Clark 13-69

II. Pastor's role in CE
    9/16, 9/23
    Reading: Downs 129-140, Clark 411-425

III. The teaching learning process
     9/30, 10/28
     Reading: Downs 141-200; Harper 124-145; Clark 87-155, 171-202

IV. The students we teach
    11/4, 11/11
    Reading: Downs 45-125; Harper 58-88; Clark 219-273, 333-350

V. Organizing a CE program
   11/18
   Reading: Harper 89-123; Clark 443-468, 507-523

VI. Curriculum and other aids
    12/2
    Reading: Clark 495-505

VII. Training/Recruiting
     12/2
     Reading: Clark 469-493, 611-627
BIBLIOGRAPHY

Foundations


Teaching


Gangel, Kenneth O. *24 Ways to Improve Your Teaching*. Wheaton, Ill.: Victor, 1974. Teacher training kit also available.


Children

Haystead, Wesley. Everything You Want to Know About Teaching Young Children Birth-6 Years. Ventura, Calif.: Regal, 1989.

Youth Ministry


**Adults:**


**Organizational**


**Curriculum**


Family


