

## **CE514 Educational Ministry of the Church**

Winter 2012: January 16-20

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### **Course Description**

A survey of Christian education, broadly considered, in the life of the church. Emphasis on the history of catechesis and the importance of Reformed confessions in the nurture of the people of God. Other topics to be addressed: the question of paedocommunion in the Reformed tradition, Christian schooling (institutional and home), Sunday school, VBS, youth work, retreats, and the value of a church library. In sum, this course will deal the ways in which the church seeks to “teach them to observe whatsoever [Christ has] commanded.”

### **Reading**

Nevin, John Williamson. *The Anxious Bench A Tract for the Times*. Chambersburg, Pa: Weekly Messenger, 1843. [Will be distributed to the class electronically]

Packer, J. I., and Gary A. Parrett. *Grounded in the Gospel: Building Believers the Old-Fashioned Way*. Grand Rapids, MI: Baker Books, 2010.

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.

### **Assignments**

- Two book reviews (3-5 pages) on the Parrett/Kang book and the Packer/Parrett book (or another book on Christian education of interest to you and approved by the instructor).
- An analysis of the Christian education program of your church (description below).

## **Evaluation of the Educational Ministry of Your Church**

Conduct an analysis of the Christian Education program the church you currently attend, in 10-15 pages. This evaluation might include the following:

- Find out what kind of educational ministry is happening in all of age groups from the nursery up through older adults. Visit a class in each group: children, youth, 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 there small groups in the church? If so, what do they do?
- How involved is the (senior) pastor in decisions related to the educational ministry of the church, and how active is his involvement 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? In other words, 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 MDiv\* Student Learning Outcomes**

Course: Educational Ministry of the Church

Professor: Muether

Campus: Orlando

Date: Winter 2012

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv 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 MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<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.	Minimal	Students will write an evaluation of a church's educational ministry (requires little or no research).
<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.)	Moderate	Scriptural principles for Christian discipleship will be considered at some length.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Reformed spirituality and its connection to discipleship (eg. Catechesis) will be a large burden of the class.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	The importance of a love for the people of God will be underscored.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	None	
<b>Winsomely Reformed</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.)	Moderate	Christian and non-Christian wisdom in education be considered and appreciated.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	The strengths and weaknesses of catechetical preaching will be discussed (briefly).
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	The importance of edification in the practice of worship will be highlighted.
<b>Shepherd</b>	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.	Strong	Home visitation, small group ministries, and other discipleship programs will be discussed.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Debates over Christian/home/public schooling will receive some attention.