

Christian Education

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Course is on Zoom Thursdays 6-9 PM, Sept. 24, Oct 1, 8, 22, 29, Nov. 5, 12

Post-course Work due Nov. 26

COURSE DESCRIPTION

This course is designed to introduce the educational ministry of the church. Special attention will be given to four broad topics: biblical, theological, and philosophical foundations; aspects of the teaching/learning process; the needs, abilities, and special considerations of teaching various groups of people; and the organization and design of the Christian education ministries of the local church.

COURSE OBJECTIVES

At the end of this course, students will have met the following competencies:

1. Develop a discipleship strategy to effectively apply biblical and theological knowledge for Christian formation across the developmental stages of life
2. Recruit, equip and supervise discipleship leaders for all ages
3. Create a curriculum that could be used in your local setting.

REQUIRED TEXTBOOKS:

“Discipleship that Transforms, an Introduction to Christian Education from a Wesleyan Holiness Perspective” John H. Aukerman, General Editor. Francis Asbury Press, 2011, 2014. ISBN 978-1593176822

Wilhoit, James. (2008). Spiritual Formation as if the Church Mattered: Growing in Christ Through Community. Grand Rapids, MI: Baker Academic. ISBN 978-1540963048

Grades:

Participation, including Textbook Reading – 10%

Each Zoom session will include a discussion, requiring that you have completed your assigned readings.

Assignments – 70%

Weekly papers (2-4 pages) will focus on an area within Christian Education. Each assignment comes with step-by-step guidelines below. Please feel free to ask for assistance if you struggle with an assignment. You will not be bothering me, and I will be happy to explain.

Written assignments must be double-spaced and typed in 12-point format in a font that is easy to read. Each assignment should include at least the student's full name, course title, and date.

Rubric: The following outlines how the papers will be graded.

- **Content:** Student articulates an excellent understanding of the concepts/topics as understood from the assigned reading and Zoom sessions. *Quotes are used.* Portion of grade: 70%
- **Writing:** Paper is well-structured and clearly articulates key points. Student communicates effectively and respectfully. Communication requires clarity and unity in paragraphs with one idea or point per paragraph; complete sentences, and correct grammar and spelling. Quotes need to be cited, even though the actual quotes wouldn't be used in the church setting. Portion of grade: 30%

Final Project – 20%

Detailed instructions provided below.

CLASS REQUIREMENTS:

Pre-course Reading for September 24

Read Wilhoit entire book

Course Assignments Due on Following Dates

October 1:

Write a 250-word personal reflection on the reality of the gospel in your life. Use the first three chapters of Wilhoit's book on spiritual formation to provide metrics for this. Be sure to indicate both areas of victory and struggle. (I will not be sharing this information.)

Then, on a 2nd page, explain why the information in chapters 1-3 of Wilhoit's book is important to the development of a solid Christian Education program in the local church. Plan on about 500 words total for the assignment.

Read Aukerman Chapters 1-3

October 8:

A- Create an outline of basic theological topics, including, but not limited to, the ones listed in Chapter 2. Create the list in the order in which you would teach them. Provide support for each main point with at least 3 specific Scriptures. Also, explain your reasoning concerning the order of teaching.

B – After the outline, note whether there are portions of the Bible not used in your list. In other words, what theological concept(s) do the Pentateuch, Old Testament history, Old Testament wisdom literature, Old Testament Prophets, Gospels, Acts, Epistles, and Revelation explain? Should each section of Scripture be included somewhere? Where? Are there theological areas left out of the original list that should be included to involve all of Scripture? Is it important for all of Scripture to be explored? How often? Why?

C. Finally, how do the above theological concepts lead to Spiritual Formation?

Read Aukerman Chapters 4, 5, 7, 9, 28-29

October 22:

Describe the development of Christian Education from the beginning of the Old Testament period. Be sure to include methods Jesus used; the concepts of pre-modern, modern, and post-modern; as well as the emerging church. (A 3-4 double-spaced essay, outline or bullet points may be used.)

Read Aukerman Chapters 6, 10

October 29:

Why does the church need an educational philosophy? After answering the question, describe the philosophy behind the teaching in your current ministry situation? Do you agree with that philosophy? Why/Why not? Should you become the solo or lead pastor, what changes might you make in the philosophy?

Also, how could your current ministry situation benefit from the Christian spiritual formation discussed this week? How could you personally add more spiritual

formation to the ministry? Go back to your sequence of topics to teach in Unit 2. Could spiritual formation be included to a greater degree to your list? How?

(Entire assignment should be about 500 words.)

Read Aukerman Chapters 8, 15, 21-22, 25

November 5:

Attend a class in your local church for the purpose of observing and identifying different learning styles. Describe the setting, environment, age group, type of class. Give a brief description of the lesson and how it was presented (i.e., lecture, discussion, book study).

Identify the learning styles represented in the group and the method of teaching that was used to reach the students involved. Provide a personal evaluation of the class. What would you do differently if you were teaching the class? How could the material have been presented better to reach the different learning styles in the class? (Entire assignment should be about 500 words.)

Read Aukerman Chapters 11-14, 16, 17

November 12:

1-Take an honest assessment of your local context and write a 500 word paper on the state of your local ministry's Christian Education program across a person's total lifespan. Be sure to include the content of the lessons, including Scripture and theology. List the top 3 strengths, the top 3 weaknesses, and how you think you could improve those weaknesses. Use quotes from the textbooks and class discussion as appropriate.

2- Create a job description showing how ministry is expected to be accomplished for a person responsible for administration of Christian Education in your ministry.

Include each of the following:

- the type of classes available (Sunday School, Jr. Church, small groups, Youth, Children's

Programming; Bible Bowl, etc);

- what teachers and helpers are needed in each type of class;

- how these teachers and helpers are recruited;

- how curriculum is chosen;
- how often training sessions are held and what those sessions will include;
- how teachers will be supervised;
- the plan to multiply classes;
- and how evaluations will be conducted, including the evaluation questions themselves.

Read Aukerman Chapters 18-20, 23-24, 26-27

November 26: Final Project

Choose ONE of the following options for your final project.

Option 1

Develop a Christian educational program for one learner group within your ministry setting to cover an entire program year from scratch or improve on something with which you have familiarity. (Do NOT just copy something that is already written.)

1. Identify the learner group.
2. State your Christian education philosophy.
3. Include learner needs.
4. Add a curriculum outline of topics for three months
5. Create an outline for three lessons.
6. Describe a teacher recruitment campaign.
7. Create a teacher-training plan that possibly includes a four-hour orientation and monthly small group activities.
8. Include any web links, videos, etc.
9. Make sure to include good questions of the type discussed in class.
10. Write the assignment in such a way that someone could pick up the plans and teach the course.

Option 2

Create a 4-week Teacher Training course on Spiritual Formation from scratch or improve on something with which you have familiarity. (Do NOT just copy something that is already written.)

The course should reflect the theological and practical content of this course and the textbooks. (Use quotes with citations, even though quotes wouldn't actually be in a course you would hand to someone in the church.)

1. Give an overview of your audience and the educational philosophy of the church.

2. Title of the course
3. Title of each session
4. Learning objectives and goal(s) for each session
5. Clear and concise teaching plan including course objectives, motivational steps, examination steps, and application steps.
6. Include any web links, videos, etc.
7. Make sure to include good questions of the type discussed in class.
8. Write the assignment in such a way that someone could pick up the plans and teach the course.

Date	Class Topic	Assignment Due
September 24	Christian Education = Spiritual Formation	Wilhoit Chapters 1-3
October 1	Content of Teaching- Bible & Theology Review	Reflection Aukerman Chapters 1-3
October 8	Historical & Modern Approaches of Christian Education	Outline of Theological Beliefs Aukerman Chapters 4, 5, 7, 9, 28-29
October 22	Philosophy: 4Rs	History of Christian Education Wilhoit Chapters 4-10 Aukerman Chapters 6, 10
October 29	Human Developmental Stages; Learning Styles	Educational Philosophy Aukerman Chapters 8, 15, 21-22, 25
November 5	Administration	Class Assessment Aukerman Chapters 11-14, 16, 17
November 12	Intentional Discipleship; Family; Intercultural Education	Local Assessment Job Description Aukerman Chapters 18-20, 23-24, 26-27
November 26	Post-Course	Final Project

Evaluation/Grade Scale

A final grade of 76% is needed to meet the academic requirements for credentialing in The Wesleyan Church.

At the completion of the course, numerical grades are submitted to the Division of Education and Clergy Development and converted to letter grades using the following grade scale (Note: A grade of C or higher is required to pass the course):

100 to 97	A	87 to 85	B-	70 to 68	D
96 to 94	A-	84 to 81	C+	67 & below	F
93 to 91	B+	80 to 76	C		
90 to 88	B	75 to 71	C-		

Plagiarism

Students are expected to exhibit honesty and integrity in their personal, professional and academic life, and work. As Christians, we are called to a high standard of honesty.

Examples of plagiarism include (but are not limited to) the following:

- Copying all or part of a theme, exam, paper, reading report, or other written work from another person;
- Submitting as one's own work that which was wholly or partially done by another;
- Quoting material from any source without clearly indicating it is someone else's work;
- Summarizing or paraphrasing from any source without clearly indicating it is someone else's work;
- Misrepresentation of documentation or resources
- Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor;
- Cheating on a test by getting answers in an unauthorized manner;
- Submitting the same work for more than one course without the prior approval of the instructor.

An instance of plagiarism will result in an automatic "F" for the specific assignment and may also result in an automatic failure of the course.

Repeat offences will result in an automatic failure of the course.

Additional Policies

Attendance is required in Zoom sessions. One missed class will be allowed.

Giving of extensions is up to the professor and are limited to extenuating circumstances. Students should let professors know before an assignment is considered late why the extension is needed. Merely being busy is not reason for an extension.

