

Saint Louis Christian College
PED205N Survey of Christian Education
Professor Jon-Michael David Brown I
3 Credit Hours

Spring Semester 2008
Prerequisite: PMN 101

Monday
Rm. 134, 6:00 – 7:50 p.m

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

Students investigate the educational programs of the church. The objectives of Christian education are defined, and the educational programs of the church is evaluated in that perspective. Various educational institutions of the church are outlined and evaluated.

COURSE RATIONALE

The mission of the Division of Professional Education (under which the course falls) is to equip men and women for effective leadership ministry to serve God in the world. Effective service in the church and society is the ultimate objective of the educational process at Saint Louis Christian College. The Professional Education Division curriculum enables the student to synthesize insights from the Biblical and General Education divisions into a practical philosophy of ministry and to develop meaningful career skills. This course contributes to the Divisional Objectives 3, 4, and 5.

COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

1. Appreciate the necessity and importance of Christian education.
2. Define the purpose, function and role of Christian education in the ministry of the church.
3. Cite major historical events, institutions and figures in Christian education.
4. Evaluate models and methods of Christian education in light of scriptural, historical and cultural lenses.
5. Demonstrate an understanding of the relationship between the foundational bases (theological, philosophical, developmental, and educational) to the methods and practices of Christian Education.
6. Recognize theological and philosophical assumptions embedded in various educational strategies and methods.
7. Identify and assess an array of Christian education programs and agencies that serve the church.
8. Discern the appropriate learning skills that can be attributed to the developmental levels of various aged students.

9. Trace the awareness of and sensitivity to cultural and gender perspectives within educational ministries

PROFESSIONAL EDUCATION DIVISION OBJECTIVES

1. Given opportunities to participate in classroom projects and ministry experiences, the student will exhibit the ability to communicate the biblical message clearly and contextually.
2. Upon completion of studies in evangelism and teaching, the student will be able to utilize diverse methodologies in order to lead a person to a saving relationship with Christ.
3. Through opportunities to participate in classroom, ministry and leadership experiences, the student will develop the ability to integrate Christians into an active involvement in a local church fellowship.
4. Having been exposed to effective church models and administrative procedures via classroom and field experiences, the student will possess essential knowledge to organize and administrate a ministry within the basis of a biblical, historical, and socio-cultural context.
5. By means of the integration of classroom instruction, observation, and participatory leadership/ministry opportunities, the student will cultivate a growing appreciation for and understanding of the biblical model of servant leadership.

COURSE REQUIREMENTS

1. Class Attendance and Participation.

Each student is expected to attend every class session and participate. No excused absences will be allowed except in the case of family emergencies or other extenuating circumstances. Absences due to school-sponsored activities must be cleared through the Academic Dean (see SLCC catalog for details). Each unexcused absence will result in a 1-point deduction from both the mid-term and final grades (up to 10 points for the semester). Each instance of tardiness or leaving class early without an extenuating circumstance will result in a .5-point deduction from the final grade. Students missing more than 15 minutes of class will be counted as absent for that class session.

Although there is no grade given for class participation, each student should recognize that participation is key to the educational experience. Everyone is expected to ask thoughtful questions, make constructive comments and be respectful of others' involvement.

2. Reading Quizzes.

Within the course guide is a schedule of the required reading. Students are responsible to have read the textbook chapters for the day listed. There will be daily reading quizzes. There will be no make-up quizzes.

3. Course Assignments.

Christian Education Paper. Each student will develop a 5-8 page paper that articulates a scriptural and theological basis for Christian Education within the church, including what is the purpose of Christian education within the local church and a vision for spiritual formation within the evangelical Christian community. Students will be graded on the quality of content, clarity of thought, and strength of support (see grading sheet in syllabus). Poor grammar, spelling, and form will result in reductions in grade. **Due 4/28.**

Christian Education Curriculum. For most Christians, the local church is the only Christian Education that they receive. With this understanding, the student will develop a curriculum for the entire church (nursery through adults). This should show objectives, content, rationale, and plan for each level of education in the church. Students will be graded on the fulfillment of requirements, quality of work, and strength of curriculum. **Due 5/19.**

Christian Education Program. Each will develop a Christian Education program for a real or generic church. All aspects of Christian Education need to be considered and included. This program should take the form of a notebook. It should have a table of contents and include all information and policies related to a Christian Education program. Notebooks will be graded on the fulfillment of requirements, quality of work, and strength of program. **Due 6/16.**

4. *Final*

Students will be given a comprehensive final exam over all course materials.

COURSE ASSESSMENT

1. The official St. Louis Christian College grading policy will be used as stated in the catalog.
2. The final course grade will be determined as follows:

Reading Quizzes	200pts
Biblical Argument for CE	200pts
CE Curriculum	200pts
CE Program	200pts
<u>Final Exam</u>	<u>200pts</u>
Total	1000pts

COURSE SCHEDULE

DATE	CLASS DISCUSSION	READING	ASSIGNMENTS
<i>Part 1: FOUNDATION STONES</i>			
4/7	Biblical-Theological Foundations	<i>Foundations</i> – Ch 1	
4/7	Philosophical-Historical Foundations	<i>Foundations</i> – Ch 2	
4/14	Psychological Foundations	<i>Foundations</i> – Ch 3	
4/14	Sociological Foundations	<i>Foundations</i> – Ch 4	
4/21	Curricular Foundations	<i>Foundations</i> – Ch 5	
<i>Part 2: TEACHING/LEARNING ENCOUNTER</i>			
4/21	Teacher/Learner Encounter	<i>Foundations</i> – Ch 6	
4/28	Ministry to Young Children	<i>Foundations</i> – Ch 7	<i>Biblical Argument Due</i>
4/28	Ministry to Elementary School Children	<i>Foundations</i> – Ch 8	
5/5	Ministry to Teenagers	<i>Foundations</i> – Ch 9	
5/5	Ministry to Adults	<i>Foundations</i> – Ch 10	
5/12	Ministry to Disabled	<i>Foundations</i> – Ch 11	
5/12	Media and Technology in Teaching	<i>Foundations</i> – Ch 12	
5/19	Ministry to Families	<i>Foundations</i> – Ch 13	<i>Church Curriculum Due</i>

Part 3: PLANNING			
5/19	Planning for Christian Education	<i>Foundations</i> – Ch 14	
5/26	No Class: Memorial Day		
6/2	Developing a Balanced Christian Education Program	<i>Foundations</i> – Ch 15	
6/2	Recruiting, Training, and Keeping Volunteers	<i>Foundations</i> – Ch 16	
6/9	Legal Issues Related to Christian Education	<i>Foundations</i> – Ch 17	
6/9	Evaluating the Effectiveness of Christian Education	<i>Foundations</i> – Ch 18	
6/16	The Minister and Christian Education	<i>Foundations</i> – Ch 19	
6/16	Professional Christian Educator	<i>Foundations</i> – Ch 20	<i>Christian Ed Program Due</i>
6/23	Final Exam		

COURSE TEXTS

Daniel, Eleanor A. and John W Wade eds. *Foundations for Christian Education*. Joplin: College Press, 1999.

COURSE POLICIES

1. Late work will be accepted but your grade will be reduced by 20% for each week it is late. All work is due at the beginning of the class period.
2. Plagiarism is unacceptable and unethical. If plagiarism is found in an assignment, the student will receive no credit for that assignment.
3. The instructor reserves the right to modify due dates, assignments and lecture topics as long as it does not add to the students' total workload.
4. All official email communication between professors and students will occur via each student's "myslcc.org" email address.
5. All papers and assignments must be typed.
6. Any assignment may be submitted to the professor early to get feedback before final submission. Assignments submitted later than one week prior to due date may not receive feedback.
7. If you are dissatisfied with a grade you have received on an assignment, you may revise and resubmit your assignment to improve your grade.
8. If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your learning ability.

STUDENT LEARNING RESOURCES

Anderson, Leith. *Dying for Change*. Minneapolis: Bethany House, 1990.

- Anthony, Michael. *Foundations of Ministry*. Grand Rapids: Baker, 1992.
- Barba, G. *The Frog in the Kettle*. Ventura: Regal Books, 1990.
- Daniel, E. *Introduction to Christian Education*. Cincinnati: Standard Publishing, 1980.
- Downs, Perry. *Teaching for Spiritual Growth*. Grand Rapids: Zondervan, 1994.
- Foster, Charles R. *Educating Congregations: The Future of Christian Education*. Nashville: Abington, 1994.
- Gangel, K. *The Christian Educator's Handbook on Teaching*. Wheaton: Victor Books, 1989.
- Getz, Gene. *Sharpening the Focus of the Church*. Wheaton: Scripture Press, 1984.
- Moore, Allen, ed. *Religious Education as Social Transformation*. Birmingham: Religious Education Press, 1989.
- Powers, Bruce. *Church Administrators Handbook*. Nashville: Broadman and Holman, 1997.
- Rush, M. *Management: A Biblical Approach*. Wheaton, IL: Victor Books, 1983.
- Senter, M. *Recruiting Volunteers in the Church*. Wheaton: Victor Books, 1990.
- Seymour, Jack L. *Mapping Christian Education: Approaches to Congregational Learning*. Nashville: Abington, 1997.
- Snyder, Howard A. *Radical Renewal: The Problem With Wineskins Today*. Houston: Touch Publications: 1996.
- Steele, Les L. *On the Way: A Practical Theology of Christian Formation*. Grand Rapids: Baker Book House, 1990.

INSTRUCTOR CONTACT INFORMATION

Professor Jon-Michael David Brown I
Saint Louis Christian College
1360 Grandview Dr.
Florissant, MO 63033
Office Hours* (Posted on my office door 210)
Phone: 314-837-6777 ext.1510
Cell: 314-322-2588
E-mail: jbrown@slcconline.edu

*Feel free to contact outside of my office hours.

Paper Grading Guidelines

Quality of Content	
Form - Was the paper in MLA format?	0 1 2 3 4 5
Length - Was the paper the proper length?	0 1 2 3 4 5
Grammar - Did the paper use proper grammar?	0 1 2 3 4 5
Spelling - Were words spelled correctly?	0 1 2 3 4 5
Word Choice - Was a well-rounded vocabulary used?	0 1 2 3 4 5
Sentence Structure - Were sentences structured properly?	0 1 2 3 4 5
Paragraph Structure - Were paragraphs structured properly?	0 1 2 3 4 5
Clarity of Thought	
Thesis - Was there an obvious and appropriate thesis?	0 1 2 3 4 5
Relevance - Did the paper stay on topic?	0 1 2 3 4 5
Introduction - Was the topic introduced well?	0 1 2 3 4 5
Clarity - Did the language used make sense?	0 1 2 3 4 5
Transition - Did the discussion flow from beginning to end?	0 1 2 3 4 5
Organization - Was the paper discussion clearly organized?	0 1 2 3 4 5
Conclusion - Was the discussion wrapped up well?	0 1 2 3 4 5
Strength of Support	
Reference Quantity - Was there a variety of sources used?	0 1 2 3 4 5
Reference Quality - Were quality sources used?	0 1 2 3 4 5
Scripture Quantity - Was there significant Scripture used?	0 1 2 3 4 5
Scripture Quality - Was Scripture used properly?	0 1 2 3 4 5
Support Quantity - Did the writer support their statements?	0 1 2 3 4 5
Support Quality - Did the writer document properly?	0 1 2 3 4 5