COMMON COURSE SYLLABUS
CE526 Introduction to Christian Education

UNITED THEOLOGICAL SEMINARY
Fall, 2015

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I. COURSE DESCRIPTION:
Course focuses upon Biblical and Theological understandings of Christian Education and explores techniques for improving the effectiveness of those who teach in a congregational setting.

II. TEXTBOOKS:
Required Reading:

Griggs, Donald. Teaching Today’s Teachers to Teach. Abingdon Press. 2003 (978-0827202290)

Matthaei, Sondra, Formation in Faith: The Congregational Ministry of Making Disciples, Abingdon, 2008 (978-0687649730)

RECOMMENDED READING:
Dick Murray, Teaching the Bible to Adults and Youth: Revised and Updated, Abingdon Press, 2003 (978-0687410842)

III. GOALS:
1. This 3 hour course fulfills a Practical Theology Elective.
2. This elective course in practical theology will introduce students to the core concepts in Christian Education in the church. It will look to the historical foundations of faith formation in the church and theological foundations, to exhibit an understanding of the Church and its mission. As well, the Student’s work demonstrates an understanding of the bible’s foundational role in the formation of Christian identity and Christian Witness through the classroom discussion of philosophy of ministry and formation of faith. With in-depth reflection on personal journey, the Student will show an awareness of their own spiritual development characterized by mature self-acceptance and self-direction. Finally, through the development of a personal philosophy of ministry and a plan for a local congregation the Student will demonstrate competence in the skills and perspectives necessary for leadership in the formation of disciples.

IV. SPECIFIC OBJECTIVES:

• Develop personal and spiritual characteristics necessary for Christian ministry
• To progress beyond whatever level of knowledge or understanding a student may presently possess to more ably carry out the practice of their ministry, and share with other students especially in the area of making disciples and Christian Education
• Be able to communicate effectively and knowledgeably about Christian Education or Spiritual Formation programs in their ministry placement, show their grounding in the
history and theology of the church, as well as scriptural support for the ministry plans designed

• Be able to plan, implement, and evaluate CE programs that further the mission of the church
• Be able to confidently teach and train laity for leadership roles in CE.

V. TEACHING STRATEGIES:

Given the nature of this course, there will be ample opportunity for “hands-on” exposure and practice of the theories and methods taught during the face to face classroom meetings. Connections will be made between the historical and theological foundations for ministry and current practices, as well as design for education programs within the student’s ministry placement. Modeling and experiential learning activities will be reinforced by theory teaching and methodology of Educational Models.

VI. CALENDAR OF TOPICS AND READINGS:

*Pre-Class Work Beginning August 12, and due September 9:

1. Reflecting on your readings from Formation in Faith, The Congregational Ministry of Making Disciples, by Sondra Higgins Matthaei, please answer the questions for each of the chapters in a thoughtful and critical response of 400-500 words each. This assignment will be collected at the start of class on September 9.

   Chapter 1: What does it mean to you to be in “authentic relationship”? Describe the atmosphere of your church/ministry setting and where you recognize authentic relationships (if at all)? If you do not, then how can they be created?

   Chapter 2: Why do we want to make disciples? Really think hard about this! Please go beyond the quick response and interact with what Matthaei shares in this chapter, especially her idea of a “communion of grace”. Who do you have involved in this ministry at your church?

   Chapter 3:
   What does the term servant leadership mean to you? How is this important in the work of making disciples?

   Chapter 4:
   Let’s get a little personal (but not too personal) Thinking about your own faith experience, what were some of the elements of your experience that shaped your faith? When have you experienced transformation in your own life of faith?

   Chapter 5:
   Throughout the book, Matthaei referred to “the communion of grace”. What does this mean to you in regards to your ministry setting? How has this changed or strengthened your idea and goals for making disciples?

2. Reflections on your current ministry setting. In a one page journal style paper, answer the following question.
   What are the current practices of your ministry setting in regards to Christian Education? What do you offer? Who teaches? What transformation do you see in the participants? What do you do well? What do you need to do better? What challenges do you face?
3. Read *Theology for Christian Education*, by Estep, Anthony and Allison
   Each chapter has a set of questions at the end, these will help you to reflect and process the
   information you have read in the chapter. They will also help with our class discussion, in class
   assignments and create a foundation for our work together in class.

   Write detailed answers for each of the questions, with a well thought out and written response.
   Responses are required for Chapters 1, 2 and 3. You are expected to read each of the other
   chapters, 4 through 11, but are only expected to answer the reflection questions for 3 of the
   chapters of your choice. In all, you will submit written answers to 6 of the 11 chapters. This
   assignment is due by the beginning of class on Wednesday, September 9.

CLASS SESSIONS: Classroom Work and Topics

Wednesday, September 9
   • Introductions
   • Biblical Foundation for Christian Education, Morning Devotion
   • What is Christian Education; Definition, Purpose
   • Philosophy of Ministry
   • *In Class Assignment: Write a Definition of Christian Education.*
   • A Walk Down Memory Lane, realities of what we are up against today
   • Historical Foundations
   • The state of Christian Education Today, what are we facing?

Thursday, September 10
   • Biblical Foundation for Christian Education, Morning Devotion
   • Theological Foundations, Discussion
   • Educational Models
   • Learning Styles/Teaching Styles/Multiple Intelligences
   • Faith Development and Spiritual Formation
   • Context/Content for Christian Education, Goals, Objectives, Lesson Planning
   • Teaching Styles, Three Parables
   • Intentional Design and Writing a Bible Study, Organizing a Lesson Plan and a
     Bible Study, Bloom’s Taxonomy

Friday, September 11
   • Biblical Foundation for Christian Education, Morning Devotion
   • Biblical Foundations: Group Practice of Creative Ideas, *Plan Due for grade.*
   • Murray’s Book: Practicing, Designing, Brainstorming, Examples
   • Family Ministry Models, Faith Inkubators and Think Orange
   • Modern and Postmodern Christian Education
   • Children’s Plans, Youth Plans, Adult Plans- evaluation of curriculum and
     models
   • *In Class Assignment, Current Issues in Christian Education, to present on
     Saturday*

Saturday, September 12
   • Biblical Foundations. Morning Devotion
• Mapping Christian Education, Preparation for final paper assignment
• Putting it all together.
• Present Current Issues Assignment, for grade
• Work on Bible Study
• Biblical Foundations- Closing Devotion
• Mapping Your Christian Education Design, Assignment and Due Date Given.
• Questions... Discussions… Departures
VII: SEMINARY STANDARDS:
  A. Inclusive Language
  United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.
  B. Academic Integrity
  Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.
  C. Online Confidentiality
  One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.
  D. Statement on Disability
  Any student who may need accommodation based on the impact of a disability should contact the Registrar’s office.

VIII: USING ONLINE RESOURCES:
For information about how to access Online United and where to find help if you need it may be found on the seminary website at http://online.united.edu. Live support and help guides are available once you have logged into the United Online site in the upper right corner. To get online help with the Student Portal, United mail, or any other system on campus, email: onlinehelp@united.edu.

IX. EVALUATION:
  A. Assignments
  1. Reflecting on your readings from Formation in Faith, The Congregational Ministry of Making Disciples, by Sondra Higgins Matthaei, please answer the questions for each of the chapters in a thoughtful and critical response of 400-500 words for each. This assignment will be collected at the start of class on September 9.
  2. Read Theology for Christian Education, by Estep, Anthony and Allison. A Written Assignment from the reading. There is a drop box in our online classroom for you to submit this. This assignment is due by 8am on Wednesday, September 9.
  3. In-Class Assignments will be individual and group. Participation is expected and contributions to the work presented and submitted will be a part of the class evaluation.
  4. A Final Paper, designing a Christian Education Program will be due by October 12, one month after the face to face classes. A detailed explanation will be given in class.

B. Method of Determining Grade:
  Attendance, Participation and submission of work will determine grade:
  
<p>| Class Participations | 20% |
| Formation in Faith Response Paper | 15% |
| Theology for Christian Education Work | 20% |</p>
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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Bible Study Design</td>
<td>5%</td>
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<tr>
<td>Current Issues Presentation</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
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<td><strong>Total</strong></td>
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X. STUDENT COURSE EVALUATIONS:

It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.