



# LEAVELL COLLEGE

## NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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CECM1300-0030: Introduction to Christian Education

Fall 2015

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*The mission of Leavell College of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### Core Value

Each academic year, a core value is emphasized. This academic year, the core value is *Mission Focus*:

*“We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local Church and its ministries.”*

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### Course Description

The purpose of this course is to provide an overview of the Christian education function in the local church. The emphasis of this course is to give pastors, ministers of education and other Christian educators a general background of the history, philosophy, scope, and the need for quality Christian education in the local churches of today. This course is prerequisite to all other Christian education courses numbered CECM 3300 and higher.

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### Student Learning Outcomes

In order to serve churches effectively through Christian education, the students, by the end of the course, will:

1. Understand the role of Christian education in the local church's mission
2. Apply sound principles and best practices of Christian education in the local church's educational ministry.
3. Communicate the value of Christian education in the local church.

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### Course Texts

The following textbook is required:

Anthony, Michael, ed. *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids: Baker Academic, 2001.

The following textbook is optional (extra-credit opportunity):

Spooner, Bernard, ed. *Christian Education Leadership: Making Disciples in the 21<sup>st</sup> Century*. Coppel, TX: Christian Leadership Publishing, 2012.

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### **Course Requirements and Grading**

#### 1. Class Attendance/Participation (5%)

Each student is expected to attend all class meetings. Institutional policies regarding absences and tardiness will be strictly enforced. An absence will be recorded for every three tardies (late arrival or early departure). Each student with absences in excess of 9 hours will receive a grade of F for the course. Roll will be taken at the beginning of each class period. The student is responsible to contact the professor if he or she is tardy and the roll has been taken. A student's participation grade is determined by participation in class discussion and activities as well as attendance.

#### 2. Textbook: Required Reading (10%)

All readings/assignments should be completed prior to class so you can actively relate to all class discussions. Textbook reading is assigned for each class unit and denoted on the Reading Log. Reading the chapters is extremely important as class discussions will not cover all of the assigned reading material, but are designed to supplement text reading and provide opportunities to process what you have read. A Reading Log (located at the end of the syllabus) will be maintained by each student noting the completion of this assignment along with the date upon which the assigned reading was completed and the percent of the text read. The Reading Log is to be submitted as follows:

Weeks 1 – 8: due on October 16

Weeks 9 – 16: due on December 8

Note: The assigned chapters are to be read by 8:00 a.m. on the date noted on the Reading Log.

#### 3. Biblical Foundations of Christian Education – Research Paper (20%)

This assignment is an embedded assignment that will be completed by all students for all sections of the course. The rubric for assessing this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

Each student is to submit an 8- to 10-page research paper addressing the biblical foundation of Christian education. This research report is to include a Title Page, the body of the paper, and a Bibliography. The body of the paper is to be 8 to 10 full pages. At least four resources (other than the required textbook) are to be used. Of these four resources, only one resource may be a website. (Wikipedia is not an acceptable on-line resource.) In addition to addressing the biblical foundations of Christian education, the paper is also to address the following:

- The role of Christian education in the local church or an educational ministry
- The value of Christian education in the local church or an educational ministry
- Best practices and/or principles of Christian education within the local church or an

educational ministry

An outline of the paper, bibliography and 2-page draft is due as follows:

- Outline and Bibliography: due September 22 at 9:30 a.m.
- 2-page draft: due October 6 at 9:30 a.m.

The final research paper is due October 27 at 9:30 a.m.

4. Christian Education Ministry Experience (15%)

Each student will assist in the Christian Education ministry of a local church for a minimum of 8 hours over the course of the semester. If serving during a weekend event (e.g., DNow or age-graded retreat), no more than 4 hours may be applied to fulfill the minimum 8-hour requirement. These hours are to be documented on the Ministry Assistance Experience Log (located at the end of this syllabus). [To record the hours served, this form can be reproduced or scanned and submitted under Assignments.]

A student may not count attendance at Sunday school or a discipleship class as assisting unless he or she is in a leadership position or assisting a leader. In addition, a student may not count preaching or leading music towards this Christian education experience.

A 2- to 3-page reflection paper of the experience is to be submitted with the documentation of hours served. The reflection paper is to focus on the student's understanding of the role and value of Christian education – along with a discussion of the best practices/principles of Christian education in the local church. As such, the reflection paper is to include:

- A brief summary of the ministry assisting experience
- The role of the service in the Christian education ministry of the church
- Best practices and/or principles of Christian education experienced during the ministry assistance
- The value of Christian education in the local church

As this is a personal reflection paper, you may write in first person.

Due: November 20

5. Examinations (10% per exam; 4 sectional exams and Final Exam, for a total of 50%)

Each student is expected to take all examinations at the scheduled time. Unless otherwise indicated, the exams are NOT open book/open note. Exams will cover materials presented through class discussion, presentations, and the assigned reading. Exams will consist of objective questions (true/false and multiple choice) and subjective questions (identification

and essay/short answer). Each exam will be designed for specific course materials and will not be cumulative for the entire semester.

Extra Credit:

Two extra credit opportunities are available to the students for this course as follows:

1. Cross-Cultural Experience

To expose students to a culture other than their own, students are encouraged to engage in a

cross-cultural experience as approved by the instructor. Some examples of a cross-cultural experience include:

- Eating at an ethnic restaurant at which you have not already been
- Reading a book about a culture other than your own native culture
- Interviewing a person from another culture  
(Interview questions must be approved by the instructor prior to conducting the interview.)

After engaging in this cross-cultural experience, you are to write a 1- to 2-page reflection paper sharing what was learned through this experience.

Due: No later than September 25

Up to 5 points will be added to Exam 2 for participation in this extra credit opportunity.

2. Annotated Chapter Bibliography of Christian Education Leadership: Making Disciples in the 21st Century If this extra credit option is chosen, the student is to:

- Read the following text in its entirety:  
Spooner, Bernard M. ed., Christian Education Leadership: Making Disciples in the 21st Century. Coppel, TX: Christian Leadership Publishing, 2012.
- Complete the Reading Acknowledgment Form identifying the percentage of text read by the due date. (The Reading Acknowledgment Form is found on the course's Blackboard under Course Documents.)
- Create a chapter-by-chapter Annotated Bibliography of the text. An annotated chapter bibliography briefly emphasizes the focus of the chapter. Following is a sample format you may use for this chapter annotated bibliography:

Chapter 1: "Extending the Kingdom: The Biblical and Theological Basis for Christian Education in the Church" (James C. Denison)

Provide 2 – 3 sentences that capture the focus of this chapter.

Chapter 2: "Historical Foundations of Christian Education" (Norma S. Hedin)

Provide 2 – 3 sentences that capture the focus of this chapter.

Continue in this fashion for all chapters of this text.

- Include a Turabian-formatted Title Page with the Chapter Annotated Bibliography.
- Submit the assignment to the respective Assignment Dropbox (course's Blackboard) by the due date.

Due: No later than December 1

Up to 5 points will be added to the Final Exam for participation in this extra credit opportunity..

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### Course Evaluation/Grading

The final grade for the course will be determined as follows:

**Grading:**

Participation	5%
Required Reading	10%
Biblical Foundations Research Paper	20%
Assistance Experience	15%
Sectional Exams (3)	40%
Final Exam	10%

**Grading Scale:**

A: 93 – 100
B: 85 – 92
C: 77 – 84
D: 70 – 76

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### Course Outline

Week	Week of	Topic	Assignment
1	August 27	Course Introduction	
2	September 3	<b>Foundations of Christian Education:</b> Historical Foundations (cont'd)	Chapter 1
3	September 10	Philosophical and Theological Foundations	Chapters 2 & 3
4	September 17	Cross-Cultural Perspectives  <b>Developmental Perspectives in Christian Education:</b> Lifespan Development	Chapter 4  Chapter 6  <b>Exam #1 (Chapters 1–4)</b>
5	September 24	Moral Development  Faith Development	Chapter 7  Chapter 8
6	October 1	<b>Educational Implications of Christian Education:</b> Learning Theory The Teaching – Learning Process	Chapter 10  Chapter 12  <b>Extra Credit –Cross Cultural Experience due</b> <b>Exam #2 (Chapters 6-8)</b>
7	October 8	Jesus and the Holy Spirit	Chapters 11 & 13 Chapter 14

8	October 15	<b>Organization, Administration, and Leadership:</b> Organizational Models of Christian Education Volunteers	Chapter 16  Chapter 18  <b>Exam #3 (Chapters 10-14)</b>
9	October 29	Small Groups  Legal and Ethical Issues	Chapter 19  Chapter 20
10	November 5	<b>Christian Education Applied to the Family:</b> Family Life Education Childhood Education <i>Guest Speaker:</i> TBD	Chapter 21  Chapter 22 <b>Exam #4 (Chapters 16,18-20)</b>
11	November 12	Youth Education <i>Guest Speaker:</i> TBD Adult Education Women's Ministry Men's Ministry	<i>Christian Education Ministry Assisting Experience – Log &amp; Reflection Paper due</i> Chapters 23 & 24
12	November 19	Missions Education <i>Guest Speaker:</i> TBD Special Needs Ministry Group Research Presentations	<b>Research Report &amp; Presentation due. Extra Credit Opportunity: Chapter Annotated Bibliography</b>
13	December 3	Group Research Presentations	<b>Reading Log due</b>
14	December 10		<b>Final Exam</b>

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### **Additional Course Information**

1. Cell Phones: Cell phones and other communication devices are to be turned off during class. Under no circumstance is a cell phone to be answered or calls (including texts) made during class time.

2. Computers: Computers may be used during class to access unit PowerPoints and/or for taking notes. If the use of a computer is abused during class, the student will be asked not to bring the computer to class again. Computers are not to be used on those days a guest speaker is present.
  3. Assignment Policies: All assignments are to be submitted as indicated in the *Course Requirements and Grading* section. Late assignments will be assessed an initial 5-point penalty and 1 point for each additional day, including weekends, after the due date. ***No assignment will be accepted past two weeks of the original due date. No assignment will be accepted after December 14.***
  4. Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format (revision 8). All papers must be written in third person (unless otherwise instructed) and created in a 12 pt. Times New Roman font. All assignments are to include a Turabian-formatted Title Page. All assignments are to be submitted as either Word or WordPerfect documents. Documents submitted in any other form will not be graded.
  5. Blackboard/Self-Serve: The student is responsible to check Blackboard for grades, assignments, course document, and announcements. The student is also responsible for maintaining current information and current e-mail address on the Blackboard system and Self-Serve. As Blackboard and Self-Serve do not communicate with one another, students will need to enter updates on both platforms.
  6. Netiquette: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.
  7. Academic Honesty Policy: All students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.
  8. Plagiarism Policy: A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.
  9. For Technical Assistance: For general NOBTS technical help, go to: [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)
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## **Selected Bibliography**

- Anthony Michael J., and Warren S. Benson. Exploring the History and Philosophy of Christian Education: Principles for the 21st Century. Grand Rapids: Kregel Publications, 2003.
- Clark, Robert E., Lin Johnson, and Allyn K. Sloat, eds.. Christian Education: Foundations for the Future. Chicago: Moody Press, 1991.
- Estep, James R., Michael J. Anthony, and Gregg R. Allison. A Theology of Christian Education. Nashville: B & H Publishing Group, 2008.
- Habermas, Ronald T. Introduction to Christian Education and Formation. Grand Rapids: Zondervan, 2008.
- Mears, Henrietta C. Sunday School Changes Everything: your Church's Best Opportunity to Reach the Next Generation for Christ. Ventura, CA: Gospel Light, 2012.
- Mitchell, Michael R. Leading, Teaching, and Making Disciple: Word-Class Christian Education in the Church, School, and Home. Bloomington, IN: CrossBooks, 2010.
- Newton, Gary. Heart-Deep Teaching: Engaging Students for Transformed Lives. Nashville: B&H Publishing Group, 2012.
- Poling, Wayne, ed. How to Sunday School Manual. Nashville: LifeWay Press, 2009.
- Powers, Bruce P., ed. Christian Education Handbook: A Revised and Completely Updated Edition. Nashville: Broadman & Holman, 1996.
- Reed, James E., and Ronnie Prevost. A History of Christian Education. Nashville: Broadman & Holman, 1993.
- Spooner, Bernard M., ed. Christian Education Leadership: Making Disciples in the 21st Century. Coppell, TX: Christian Leadership Publishing, 2012.
- Tolbert, LaVerne. Teaching Like Jesus: A Practical Guide to Christian Education in Your Church. Grand Rapids: Zondervan, 2000.
- Tye, Karen. Basics of Christian Education. St. Louis: Chalice Press, 2000.
- Wilhoit, James C., and John M. Dettoni. Nurture that is Christian: Developmental Perspectives on Christian Education. Grand Rapids: BridgePoint Books, 1998.
- Yount, William R. The Teaching Ministry of the Church. 2d ed. Nashville: B&H Publishing Group, 2008.



### Reading Log

Week	Assigned Reading	Date Reading Assigned for Completion	Date Completed	% of Chapter Read
1	NO ASSIGNED READING			
2	<ul style="list-style-type: none"> <li>• Chapter 1 – Historical Foundations of Christian Education</li> </ul>	September 3		
3	<ul style="list-style-type: none"> <li>• Chapter 2 – Philosophical Foundations of Christian Education</li> <li>• Chapter 3 – Theological Foundations of Christian Education</li> </ul>	September 10		
4	<ul style="list-style-type: none"> <li>• Chapter 4 – Cross-Cultural Perspectives on Christian Education</li> <li>• Chapter 6 – Life Span Development</li> </ul>	September 17		
5	<ul style="list-style-type: none"> <li>• Chapter 7 – Moral Development through Christian Education</li> <li>• Chapter 8 – Faith Development</li> </ul>	September 24		
6	<ul style="list-style-type: none"> <li>• Chapter 10 – Learning Theory for Christian Teachers</li> <li>• Chapter 12 – The Teaching-Learning Process</li> </ul>	October 1		
7	<ul style="list-style-type: none"> <li>• Chapter 11 – Jesus: The Master Teacher</li> <li>• Chapter 13 – The Holy Spirit in the Educational Process</li> <li>• Chapter 14 – Learning Styles</li> </ul>	October 8		

8	<ul style="list-style-type: none"> <li>• Chapter 16 – Organizational Models of Christian Education</li> <li>• Chapter 18 – Recruiting, Training, and Motivating Volunteers</li> </ul>	October 15		
<i>Reading Log due this Week</i>				
9	<ul style="list-style-type: none"> <li>• Chapter 19 – Small Groups in the Local Church</li> <li>• Chapter 20 – Legal and Ethical Issues in Ministry</li> </ul>	October 29		
11	<ul style="list-style-type: none"> <li>• Chapter 21 – Family Life Education</li> <li>• Chapter 22 – Childhood Education</li> </ul>	November 5		
12	<ul style="list-style-type: none"> <li>• Chapter 23 – Ministry to Youth</li> <li>• Chapter 24 – Adult Ministries</li> </ul>	November 12		
13	NO ASSIGNED READING			
14	NO ASSIGNED READING			

Ministry Assisting Experience Log

Name \_\_\_\_\_

I was involved in the following ministry projects/activities during this semester

<b>Date</b>	<b>Description</b>	<b>Hours</b>
	<b>Total</b>	

## Competency Assessment Rubric for: CECM1300: Introduction to Christian Education

Student Name \_\_\_\_\_

Semester \_\_\_\_\_

### Student Learning Outcomes:

1. Understand the role of Christian education in the local church's mission.
2. Apply sound principles and best practices of Christian education in the local church's educational ministry.
3. Communicate through ministry involvement the value of Christian education in the local church.

### Assignment Description:

Each student will assist in the Christian Education ministry of a local church for a **minimum of 8 hours** over the course of the semester. If serving during a weekend event (e.g., *DNow* or age-graded retreat), no more than 4 hours may be applied to fulfill the minimum 8-hour requirement. These hours are to be documented on the *Ministry Assistance Experience Log* (note Course Syllabus).

A student may not count attendance at Sunday school or a discipleship class as assisting unless he or she is in a leadership position or assisting a leader.

A two- to three-page reflection paper of the experience is to be submitted with the documentation of hours served. The reflection paper is to focus on the student's experience, the role of the service in the Christian education ministry of the church, the influence this experience has had on current and/or future ministry opportunities, and the value of Christian education in the local church. As such, the reflection paper is to include:

- A brief summary of the ministry assisting experience
- Ideas about the ministry before engaging in service
- The role of the service in the Christian education ministry of the church
- Best practices and/or principles of Christian education experienced during the ministry assistance
- Assessment of the student's strengths and weaknesses/challenges
- That which the student would have done the same
- That which the student would have done differently
- What God taught the student during this time
- The value of Christian education in the local church

As this is a personal reflection paper, the student may write in first person.

<b>Domain</b>	<b>Level</b>	<b>Failure (0 Pt)</b>	<b>Basic (1 Pt)</b>	<b>Competent (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
Understanding	Able to understand the role of Christian education in the local church's mission.					
Application	Able to apply sound principles and best practices of Christian education in the local church's educational ministry.					
Communication	Able to communicate through a reflection paper on ministry involvement the value of Christian education in the local church.					