



# LEAVELL COLLEGE

## NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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### CECM1300-35: Introduction to Christian Education

Spring 2016

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Dr. Robert Magruder  
Adjunct Professor  
(813) 655-7431

Brandon, FL Center  
[bmagruder@fishhawkfc.org](mailto:bmagruder@fishhawkfc.org)

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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.

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## Course Requirements and Grading

### 1. Class Attendance/Participation (20%)

-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/activities, attendance, and promptness in submitting assignments.

### 2. Required Reading – Reading Notes (20%)

Each student is expected to complete the required reading for the course within the specific time-frame assigned. 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 during the 6 week period.

Note: The assigned chapters are to be read by time the class meets, unless noted otherwise.

### 3. Christian Education Ministry Assisting Experience (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 will assist in the Christian Education ministry of a local church for a minimum of 8 hours over the course of the class. 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. 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 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.

#### 4. Examination (20% per exam)

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

#### 5. Research Report and Presentation (20%)

Students will work together as a group to create a research paper and prepare/give a presentation of their research on either a Christian education figure or Christian education movement. The groups will be selected by the students and, based upon the class size, each group will consist of 2 – 3 people. The Christian education figure or Christian education movement will be selected by the groups during the second week of class.

The Research Paper/Class Handout:

- Each group is to submit a 6- to 7-page research report adhering to the Turabian format. 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 6 to 7 full pages. At least 4 resources (other than the required textbook) are to be used. Of these 4 resources, only one resource may be a website. (Wikipedia is not an acceptable on-line resource.)
- Create a 1-page (single-sided or double-sided is acceptable) handout highlighting the key components of the assigned Christian education figure or Christian education movement. This handout is to be posted to the Discussion Group entitled Research Report Presentation no later than the last day of class.

The Presentation:

- Each group is to create a presentation (creative method of choice) on the selected Scripture.
- Each member of the group is to participate in the presentation of their research on the date scheduled. (The schedule will be determined in class.)

Extra Credit:

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

- 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:
  - Attending a different ethnic church / Bible study
  - 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, students are to write a 1- to 2-page reflection paper sharing what was learned through this experience.

Due: No later than last day of class. 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:

a. Read Christian Education Leadership: Making Disciples in the 21st Century in its entirety, acknowledging the completion of this reading via a note to the professor.

b. Submit a chapter-by-chapter annotated bibliography. In other words, a 2-3 sentence summary of each chapter is to be produced. The Turabian style is to be followed for the Annotated Chapter Bibliography. Due: No later than the last day of class  
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:

Participation	20%
Required Reading	20%
Assistance Experience	20%
Final Exam	20%
Research Report & Presentation	20%

### **NOBTS Grading Scale**

A	93-100
B	85-92
C	77-84
D	70-76
F	69 or below

## Course Outline

Week	Week of	Topic	Assignment
1	Monday February 1	Course Introduction  Foundations of Christian Education: Historical Foundations  Philosophical and Theological Foundations  Cross-Cultural Perspectives  Evangelism and Discipleship Developmental Perspectives in Christian Education: Lifespan Development	Chapter 1  Chapters 2 & 3  Chapter 4  Chapter 5  Chapter 6
2	Monday February 15	Moral Development  Faith Development  Spiritual Formation Educational Implications of Christian Education: Learning Theory  Jesus  The Teaching – Learning Process  Holy Spirit  Learning Styles	Chapter 7  Chapter 8  Chapter 9  Chapter 10  Chapter 11  Chapter 12  Chapter 13  Chapter 14  <b>Christian Education Ministry Assisting Experience - Due</b>
3	Monday February 29	Organization, Administration, and Leadership: Organizational Models of Christian Education  Volunteers  Small Groups  Legal and Ethical Issues  Family Life Education  Childhood Education	Chapter 16  Chapter 18  Chapter 19  Chapter 20  Chapter 21  Chapter 22 <b>Extra Credit - Due</b>

4	Monday March 14	Youth Education  Adult Education	Chapter 23  Chapter 24  <b>Research Report and Presentation Due</b> <b>Reading Log Due</b> <b>Final Exam</b>
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### Additional Course Information

**Attendance:** The student will attend and participate in the class sessions. The class will adhere to the attendance policy stated in the seminary catalog. Any student missing more than nine hours will automatically fail the class, unless excused by the Dean of Leavell College. Three tardies will count as one absence.

**Appropriate Online/Classroom Behavior:** The student is expected to interact with other students in the classroom setting as well as online 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 academic environment.

**Computer/Phone Usage Policy:** Laptops are to be closed or used appropriately during class, and phones are not to be used unless directed by the professor.

**Academic Honesty Policy:** All NOBTS 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 when a student is taking quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Course Schedule:** Course schedule is subject to change during the semester. The professor reserves the right to make changes to the schedule and course requirements as needed for the purpose of enhancing the student learning process

If you have any questions about Blackboard, SelfServe, or ITC services, please access the ITC page on our website: [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

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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	Historical Foundations <b>Chapter 1</b> Philosophical Foundations <b>Chapter 2</b> Theological Foundations <b>Chapter 3</b> Cross-Cultural Perspectives <b>Chapter 4</b> Evangelism and Discipleship <b>Chapter 5</b> Lifespan Development <b>Chapter 6</b>	Monday February 1		
2	Moral Development <b>Chapter 7</b> Faith Development <b>Chapter 8</b> Spiritual Formation <b>Chapter 9</b> Learning Theory <b>Chapter 10</b> Jesus <b>Chapter 11</b> The Teaching – Learning Process <b>Chapter 12</b> Holy Spirit <b>Chapter 13</b> Learning Styles <b>Chapter 14</b>	Monday February 15		
3	Organizational Models of Christian Education <b>Chapter 16</b> Volunteers <b>Chapter 18</b> Small Groups <b>Chapter 19</b> Legal and Ethical Issues <b>Chapter 20</b> Family Life Education <b>Chapter 21</b> Childhood Education <b>Chapter 22</b>	Monday February 29		
4	Youth Education <b>Chapter 23</b> Adult Education <b>Chapter 24</b>	Monday February 29		





## 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
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- 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.					