



# LEAVELL COLLEGE

## NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

---

CMCM1300-35: Introduction to Christian Education

Spring 2018- Term 183

4x Hybrid Dates: 1/29, 2/12, 2/26, 3/12

---

Dr. Robert Magruder

Adjunct Professor, Tampa Extension Director

[tampacenter@nobts.edu](mailto:tampacenter@nobts.edu)

813-767-6510

---

*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.*

---

### Core Value

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. 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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is *Servant Leadership*.

---

### 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.

---

## 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
- 

## Course Texts

The following textbooks are required:

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

---

## Methodology

The principle means of instruction for this course will be lecture, discussion, and practical application. Handouts and visual aids will be utilized to supplement classroom presentations and discussion. An integral part of the learning environment will be group assignments and outside work by the student

---

## Course Requirements and Grading

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

Class attendance is essential for effective learning. The student will attend and participate in the class sessions. **Because of the extremely limited class time in these Hybrid courses, students cannot miss any of the four class sessions.** A grade of "F" will be assigned to students who fail to attend the class. This policy will be strictly enforced. A student's participation grade is determined by participation in class discussion/activities, attendance, and promptness in submitting assignments.

### 2. Required Reading – Reading Notes (10%) **Due at 2<sup>nd</sup> and 4<sup>th</sup> class**

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 Class 2 and Class 4.

**Note: The assigned chapters are to be read by 6:00 p.m. on the Monday of the week assigned, unless noted otherwise.**

### 3. Christian Education Ministry Assisting Experience

(15%) **Due at 3<sup>rd</sup> class**

*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 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, small group, 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.

### 4. Examinations (10% per exam) Mid-term—**2<sup>nd</sup> class**; **Final -4<sup>th</sup> class**

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). Make-up exams will not be given for online exams.

All exams will be posted under *Assignments* and are available on the dates indicated. The exam can be opened one time only and must be completed within the time allotted. A few tips about taking a test on Blackboard:

- When taking an exam, be “wired” and not on Wi-Fi. Signal strength varies, and students have been kicked out of exams in the past.
- Students should not select the “save” button to save answers during a single-attempt test – “saving” implies the student wishes to complete the test later and this is not allowed in a single-attempt exam. An attempt to do so may kick the student out of the exam.
- When answering a short answer/discussion question, the student is to type his response in a Word document and then copy and paste the response (answer) into the exam. Doing as such will allow the student to have a copy of his answer should he get kicked out of the exam and have to resubmit.

5. Research Report and Research Presentation (20%) **Due at 4<sup>th</sup> Class**

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:*

- a. 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.)
- b. 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 3<sup>rd</sup> class.

*The Presentation:*

- a. Each group is to create a presentation (creative method of choice) on the selected Christian education figure or Christian education movement. This presentation is to be posted to the Discussion Group entitled **Research Report** no later than 3<sup>rd</sup> class.
- b. 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:

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 the student has not been before
- Reading a book about a culture other than the student's 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, students are to write a 1- to 2-page reflection paper sharing what was learned through this experience.

**Due: No later than one week after 4<sup>th</sup> 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 21<sup>st</sup> Century*

If this extra credit option is chosen, the student is to:

- a. Read *Christian Education Leadership: Making Disciples in the 21<sup>st</sup> 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 one week after 4<sup>th</sup> class**

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

## Course Grading

This course will be graded using the standard Leavell College grading.

### **Grading:**

Participation/Discussion Board	5%
Required Reading	10%
Assistance Experience	15%
Sectional Exams (4)	40%
Final Exam	10%
Research Report & Presentation	20%

### **Grading Scale:**

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

---

---

## **Required Reading Outline**

The following reading assignments are required **before** each of the following classes

Class 1- Chapter 1 – Historical Foundations of Christian Education  
Chapter 2 – Philosophical Foundations of Christian Education  
Chapter 3 – Theological Foundations of Christian Education

Class 2- Chapter 4 – Cross-Cultural Perspectives on Christian Education  
Chapter 6 – Life Span Development  
Chapter 7 – Moral Development through Christian Education  
Chapter 8 – Faith Development

Class 3- Chapter 10 – Learning Theory for Christian Teachers  
Chapter 11 – Jesus: The Master Teacher  
Chapter 12 – The Teaching- Learning Process

Class 4 - Chapter 13 – The Holy Spirit in the Educational Process  
Chapter 14 – Learning Styles  
Chapter 16 – Organizational Models of Christian Education  
Chapter 18 – Recruiting, Training, and Motivating Volunteers

---

## **Additional Course Information**

### **Help for Writing Papers at “The Write Stuff”**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS 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.

## Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

## Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

## Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: **Student Bb Help**. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - for general technical questions/support requests. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800.662.8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>

NOBTS news			
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS



## Selected Bibliography

Anthony Michael J., and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21<sup>st</sup> 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 21<sup>st</sup> Century*. Coppel, 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.



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

**Student** \_\_\_\_\_ **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.					