

CHED 301, Educational Ministries, Syllabus (3 credits)

COURSE DESCRIPTION

A course emphasizing the process of spiritual maturity and emphasizing how the effective use of various methods of teaching and church programming contribute toward that goal.

REQUIRED TEXTS & RESOURCES

Lebar, Lois. *Education that is Christian*. David C. Cook, 1998, ISBN (13): 978-1564767493.

Hagberg, Janet O. *Real Power: Stages of Personal Power in Organizations*, 3rd ed. Salem: Sheffield Publishing, 2003. ISBN(13): 978-1879215467

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.point.edu/bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1	Unit 1: Identifying the problem in educational ministries	
	Learning Activity #1 – Lecture	N/A
	Learning Activity #2 – Group Discussion	N/A
	Reading – Hagberg (read Preface & Introduction, skim chs. 1-6)	Due Week 1, Day 2
	Reading – Matt. 5-7	Due Week 1, Day 2
	Reading – Lebar (ch.1)	
	Threaded Discussion	Due Week 1, Day 7
	Journal Entries	Due Week 1, Day 7
	Quiz #1	Due Week 1, Day 7
Week 2	Unit 2: Maturity as process and obtainable Christlikeness	
	Learning Activity #1 – Lecture	N/A

	Learning Activity #2 – Group Discussion	N/A
	Reading – Hagberg (chs. 8-10)	Due Week 2, Day 2
	Reading – Matt. 5-7	Due Week 2, Day 2
	Reading – Lebar (ch.2)	Due Week 2, Day 2
	Threaded Discussion	Due Week 2, Day 7
	Journal Entries	Due Week 2, Day 7
	Quiz #2	Due Week 2, Day 7
Week 3	Unit 3: Models of maturity	
	Learning Activity #1 – Lecture	N/A
	Learning Activity #2 – Group Discussion	N/A
	Reading – Lebar (ch.3)	Due Week 3, Day 2
	Threaded Discussion	Due Week 3, Day 7
	Journal Entries	Due Week 3, Day 7
	Sermon on the Mount Essay	Due Week 3, Day 7
	Quiz #3	Due Week 3, Day 7
Week 4	Unit 4: Method – Inductive Bible Study (Part I)	
	Learning Activity #1 – Lecture	N/A
	Learning Activity #2 – Group Bible studies	N/A
	Reading – Lebar (chapters 4-5)	Due Week 4, Day 2
	Threaded Discussion	Due Week 4, Day 7
	Journal Entries	Due Week 4, Day 7
	Quiz #4	Due Week 4, Day 7
Week 5	Unit 5: Method – Inductive Bible Study (Part II)	
	Learning Activity #1 – Lecture	N/A
	Learning Activity #2 – Group Bible studies	N/A
	Reading – Lebar (chapters 6-7)	Due Week 5, Day 2
	Threaded Discussion	Due Week 5, Day 7
	Journal Entries	Due Week 5, Day 7
	Submit Bible Study I	Due Week 5, Day 7
	Quiz #5	Due Week 5, Day 7
Week 6	Unit 6: Method – Storytelling	
	Learning Activity #1 – Group Presentations	N/A
	Learning Activity #2 – Group Bible studies	N/A
	Reading - Lebar (chapters 8-9)	Due Week 6, Day 2
	Threaded Discussion	Due Week 6, Day 7
	Submit Bible Study II	Due Week 6, Day 7
	Journal Entries	Due Week 6, Day 7
Week 7	Unit 7: Teaching Children and Adolescents	
	Learning Activity #1 – Group Presentations	N/A

	Learning Activity #2 – Group	N/A
	Threaded Discussion	Due Week 7, Day 7
	Group Project (for on-line students, submit Individual Project)	Due Week 7, day of last class

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Discussion Forum	60
Journal Entries	200
Sermon on the Mount Essay	100
Quizzes	100
Bible Study I	100
Bible Study II	100
Group Project Presentation	140
Total Points:	805

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Develop a working definition of Christian maturity as both process (sanctification) and destination (Christlikeness).	Program Objective(s)
Objective 1.1: Establish the Bible as the centerpiece of any effort to educate Christians theologically.	

	Objective 1.2: Map out Paul's spiritual autobiography as found in Galatians 1 and 2 as an example of the spiritual maturity process	
	Objective 1.3: Define maturity as Jesus defines it in the Sermon on the Mount	
	Objective 1.4: Define and compare John Wesley's maturity model with Paul's experience	
Goal 2: Develop competencies for building a maturity model specific to local church ministry and parachurch ministry programs.		
	Objective 2.1: Examine maturity models employed by local churches and parachurch ministries	
	Objective 2.2: Reflect on the Hagberg maturity model	
	Objective 2.3: Create a sample ministry model for a ministry of one's choosing	
	Objective 2.4: Discuss the role of the spiritual disciplines as catalysts for change	
	Objective 2.5: Survey existing methods for recruitment and organization of ministry volunteers	
	Objective 2.6: Interview local church and/or parachurch ministers	
Goal 3: Develop competencies for writing curriculum through story-telling and inductive Bible study methods.		
	Objective 3.1: Explain the story-telling Bible study method	
	Objective 3.2: Practice the story-telling method in group sessions	
	Objective 3.3: Peer evaluate each student presenter	
	Objective 3.4: Explain the inductive Bible study method	
	Objective 3.5: Practice inductive Bible study method by writing two sample studies and facilitate during group session	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums,

assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn

from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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