

CST 2700 – Survey of Christian Education

Shorter University

“Transforming Lives through Christ”

Instructor Information

Instructor information is available directly on the course Moodle page.

Course Information

Course Description

A survey of the theory and practice of Christian education in the local church.

Course Objectives

Students who successfully complete this course should be able to:

1. Identify different Christian Education approaches.
2. Relate a biblical foundation to Christian Education.
3. Explain Moralistic Therapeutic Deism.
4. Explain the key terms and phrases in Christian Education.
5. Identify the role of the Trinity in Christian Education.
6. Relate social science developmental theories to Christian Education.
7. Apply Christian Education principles to the local church context.
8. Identify learner needs and cues in order to encourage personal growth.
9. Identify avenues for effective Christian Education in the local church.
10. Make use of Christian Education and small group principles for personal faith development.

Course Texts

Holy Bible. The translation can be the student's choice. Professor will reference mainly from the English Standard Version. The ESV is available on Google Play and iTunes Store.

Cloud, Henry, and John Townsend. *Making Small Groups Work: What Every Small Group Leader Needs to Know*. Grand Rapids: Zondervan, 2003.

Habermas, Ronald T. *Introduction to Christian Education and Formation: A Lifelong Plan for Christ-centered Restoration*. Grand Rapids: Zondervan, 2008.

Hull, John E. "Aiming for Christian Education, Settling for Christians Educating: The Christian School's Replication of a Public School Paradigm." *Christian Scholar's Review* 32, no. 2 (Winter 2003): 203-223.

Smith, Christian. "On 'Moralistic Therapeutic Deism' as U.S. Teenagers' Actual, Tacit, De Facto Religious Faith." In *Religion and Youth* edited by Sylvia Collins-Mayo and Pink Dandelion, 46-57. Burlington, VT: Ashgate, 2010.

Tye, Karen B. *Christian Education in the Small Membership Church*. Nashville: Abingdon, 2008.

Grading

Assignments Overview

Assignments	Percentage of Total Grade
Reflection Forums (Weeks 1-8)	45%
Exams (Weeks 1-8)	45%
Curriculum Evaluation (Week 7)	10%

Assignment Details

Reflection Forums

Reflection Essay/Forum: Reflection Forums are intended to promote interaction between students to further the learning experience. After reviewing the course material, students are required to post on the Reflection Forum each week. Unless otherwise instructed, students must use the SEE-I Method of Critical Thinking to structure the initial Reflection Forum essay. Student Posts should reflect critical interaction with course materials. Essays should be between 350-400 words.

Be sure to respond to at least two of your classmates' posts. Answers will be graded on accuracy, insightfulness, grammar, and overall understanding of the subject. Grading for Forum assignments is as follows:

- Initial Post due on Wednesday: 50 points
- Interactive Response #1 due on Thursday: 25 points
- Interactive Response #2 due on Friday: 25 points

Responses, in order to receive full credit, should not only agree or disagree with original post, but should offer additional information to help other students gain more knowledge & insight into the topic. They must be 150-200 words.

A Reflection Essay Rubric will be used for assessment and is available on Moodle.

Week 1

As a Christian, consider the ways in which the church has helped you grow in your faith? Share with the class which church educational opportunity provided you the most growth. Using the SEE-I method of reflection. State the method. Explain its use in the church in your own words. Then elaborate and illustrate its impact on your Christian growth. An explanation of the SEE-I method is available on Moodle.

Week 2

In Habermas, pp. 27-29, five markers are presented to show how God reveals himself beyond his Word. Choose one of these. Define it. Explain it in your own words. Then elaborate and illustrate it by discussing how this marker could be used in a Sunday School or small group to enhance spiritual growth. Note that the point of the markers is to turn people's attention back to community with God. Make sure it is included in your enhancement plan.

Week 3

Consider the developmental theories discussed in chapters 4 and 5 of Habermas. Let's help each other understand a "stage" of development from our own experience. State the stage you want to explain and from which developmental theory it came from. Explain it in your own words. Provide a historical or personal illustration for that stage. Explain how your illustration supports the ideas in that developmental stage. Respond to a post which states a different stage than you. This will allow both of you to grow from varying perspectives.

Week 4

The Great Commission in Matthew 28:19-20 was not to be fulfilled by sitting but by going. The command is "make disciples" but the how is "as you are going." Similarly the Great Commandment, originally found in Deuteronomy 6:4, is followed by instructions which imply active learning. Chapter 7 of Habermas lists five natural sources of Jesus learning (pages 103-105). For this reflection, connect a Bible passage to one of these natural sources of learning. State the passage. Explain how this passage relates to this natural source. Illustrate it by making application to the natural source and the context of the Bible passage.

Example – My passage would be John 14:6. "I am the way the truth and life. No man comes to the Father but by me." This verse relates to #5 – Broader culture. Broader culture is a natural source for learning because culture often holds common beliefs that do not agree with Scripture. Despite this many Christians traditionally hold to these common beliefs. For example, many Christians believe the common cultural belief that good people go to heaven when they die. This belief has been identified in Moralistic Therapeutic Deism. The illustration is that as I a teacher, I am aware of the culture around me that believes good people go to heaven. As I teach, I have to be conscious of this and make sure in my teaching to clarify and communicate clearly the necessity of Jesus as Savior. I can use this information as a context for teaching in the future.

Week 5

The picture for this week's forum is a common scene in many churches regardless of denomination whether they have a children's ministry or not. It occurs during the singing and preaching. Let's assume these children are playing games to preoccupy themselves and nothing biblical is being taught on the phones or tablets. From the reading this week, identify two development problems with this picture and two developmental or Christian Education solutions in order to minister and mature our children in the 21st century.

Week 6

In Chapter 3, we are encouraged to think "outside the box" of traditional Christian Education. Traditional Christian Education would include Sunday night discipleship classes or Sunday School. "Outside the box" would mean using a church event as an opportunity to teach and help Christians grow. Pick an event important in the life of your church. In what ways is your church currently educating through this event? What might be done to enhance the teaching and learning? What steps need to be taken to help make this happen?

Week 7

Sunday School is an example of an "open group." By definition, an open group will welcome visitors and the content will be designed in a way that a visitor will not miss anything by missing previous weeks. For example, a Sunday School class maybe using an Explore the Bible curriculum that is studying Matthew. However, the lessons are not uniquely connected. Each lesson could be taught by itself. A "closed group" is one that limits its membership and is usually for a short period of time. For example, a Beth Moore study can last from eight to twelve weeks and by week three, new members are discouraged because they would be lost because the material builds on itself.

For this reflection, let's focus on an "open group" like Sunday School. Our reading this week has covered thirteen traits of a good small group. For this reflection, I want you to use the SEE-I method and state which you believe is the most difficult trait to develop in an "open group" and which you think would be the most beneficial for an "open group."

Week 8

The purpose of the reflections is to think critically and to learn from each other. This week let's learn from what we have discovered about curriculum. Create a 3-5 minute video presentation of your curriculum evaluation. Do not read your evaluation. Summarize and provide examples of what you learned. Finally make recommendations to the class on how to best use this curriculum. Students will respond with insights they have learned. They may also ask questions. If they do, please be prepared to respond.

Exams

In an effort to distribute equally the workload throughout the class, an exam due by Saturday night will be given each week. The following conditions apply:

- 18-20 questions except for Week 1 (multiple choice, True/False, short answer, matching)
- Open book

- 1 hour time limit
- 1 attempt per exam

Questions will require critical thinking on your part, so be sure to read the material carefully before attempting the exam.

Week 1 Exam will be different than the others. Due to its length, there will not be a time limit for this assignment. It is encouraged that you plan for more than one hour for this assignment. As you read, you will answer the questions. Page numbers are given to you in parentheses to help. Intermittent with the questions is additional information to help you better understand the material as it will relate to the future direction of the course.

Curriculum Evaluation

Using Appendix 3 (pages 98-100), "Curriculum Materials Evaluation Checklist," in *Christian Education in the Small Membership Church*, you evaluate a discipleship curriculum. This can be one your church is currently using or one you have seen used in the past. This assignment will be turned in by Friday of Week 7. You will formally present your curriculum to the class via video presentation on Week 8 as a reflection forum.

Grading Scale

Percentage	Letter Grade
90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
Less than 59.9	F

Please remember that a grade of "A" means that a student has done exceptional work. A grade of "B" means that a student has done good but not excellent work. Average work earns a grade of "C." A grade of "D" means that the work is below average. An instructor may return below average work to the student for revision and resubmission.

Course Calendar

Week	Assignments and Due Dates
Week 1	<p>Reading – Hull, 203-223 and Smith, 46-57.</p> <p>Wednesday – Introduction Forum and Reflection Forum</p> <p>Thursday – Response #1</p> <p>Friday – Response #2</p> <p>Saturday – An Introduction to Christian Education Worksheet is due.</p>
Week 2	<p>Reading – Habermas, Chapters 1-3 (pages 23-58)</p> <p>Wednesday – Reflection Forum</p> <p>Thursday – Response #1</p> <p>Friday – Response #2</p> <p>Saturday – Exam</p>
Week 3	<p>Reading – Habermas, Chapters 4-5 (pages 59-82)</p> <p>Wednesday – Reflection Forum</p> <p>Thursday – Response #1</p> <p>Friday – Response #2</p> <p>Saturday – Exam</p>
Week 4	<p>Reading – Habermas, Chapters 6-10 (pages 87-145)</p> <p>Wednesday – Reflection Forum</p> <p>Thursday – Response #1</p> <p>Friday – Response #2</p> <p>Saturday – Exam</p>
Week 5	<p>Reading – Habermas, Chapters 5, 11-13 (pages 73-82, 151-175)</p> <p>Wednesday – Reflection Forum</p> <p>Thursday – Response #1</p> <p>Friday – Response #2</p>

	Saturday – Exam
Week 6	Reading – Tye, Chapters 1, 3, and 5-6 (pages 1-18, 41-54, and 69-90) Wednesday – Reflection Forum Thursday – Response #1 Friday – Response #2 Saturday – Exam
Week 7	Reading – Cloud and Townsend, Chapters 5-12, 14-18 (pages 67-93, 98-113) Wednesday – Reflection Forum Thursday – Response #1 Friday – Response # 2 and Curriculum Evaluation Saturday – Exam
Week 8	Reading – Cloud and Townsend Chapters 36-47 (pages 193-245) Wednesday – Reflection Forum Thursday – Response #1 Friday – Response #2, Exam, and Course Evaluation

Selected Bibliography

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

Santrock, John W. *Adolescence*. 14th edition. New York, NY: McGraw-Hill, 2012.

Smith, Christian, and Melinda Lundquist Denton. *Soul Searching: the Religious and Spiritual Lives of American Teenagers*. New York: Oxford Press, 2005.

Yount, William R. *The Teaching Ministry of the Local Church* 2nd ed. Nashville: B & H Academic, 2008.

Policies and Procedures

Class Attendance

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed! Students should consult each class syllabus for specific requirements.

No Show Policy

Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9 day period. Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

Academic Integrity Policy

A Community of Honor

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by

university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

Procedure

- A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see Appendix A) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)
- C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.
- D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be

assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently disbarred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

Appeals

- A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.
- B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.
- C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or

unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.

- D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.
- E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

Students Needing Accommodations

Shorter University provides accommodations for students who have a disability. The student must contact the Director of Educational Support in FSU 219 (706-233-7323) as soon as possible to discuss your needs. Shorter University is committed to providing access to programs and services to all qualified students with disabilities. Student Support Services is located in the Fitton Student Union, Room 219 (706-233-7323). Academic support is available to all students through the Center for Learning and Academic Success at Shorter (CLASS). The Center offers peer tutoring and coordinates study groups for students seeking assistance. Also, students can receive help with writing through individual tutoring in the Writing center. CLASS is located on the second floor of the Sheffield-Thompson building in the Bailor Suite.

Disability Services: If you believe you are entitled to reasonable accommodation based on a documented disability (per The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), please contact Student Support Services at 706-233-7417 or visit <http://www.shorter.edu/disability-services> for more information.