

Mid-South Christian College
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CE410: Administration of Christian Education

Fall Semester 2006

COURSE DESCRIPTION

This course is designed to acquaint the student with the duties of the Minister or Director of Christian Education in the local church. The emphasis will be upon organizing and supervising the total educational program of the church.

MISSION AND CORE VALUES

Mid-South Christian College (MSCC) exists to glorify God and fulfill the global vision of Christ by cooperating with Christian Churches in raising up men and women who feel called by God to extend His kingdom to today's changing culture and facilitating their academic, practical and spiritual training toward that purpose.

- **Bible.** The Bible as the inspired Word of God will form the foundation of everything that is taught at MSCC.
- **Missions.** The ultimate goal of this ministry will be the salvation of lost souls around the world through obedience to the Great Commission and the Lordship of Jesus Christ.
- **Integrity.** Mid-South Christian College will demand integrity from its Administration, Faculty, Staff and Students.
- **Heritage.** The college will always maintain its identity with the Restoration Movement principles, which were a fundamental part of her founding.
- **Stewardship.** Sound financial practices will govern the solicitation, administration and allocation of all material resources.
- **Quality.** Excellence will be sought in every aspect of the planning, execution and evaluation of this ministry.
- **Unity.** We will strive to live out the scriptural teaching that Jesus came to tear down the walls that divide the nations creating one new people of God united in Christ.
- **Freedom.** We will uphold Academic Freedom within the guiding principles of speaking where the Bible speaks and allowing opinions where the Bible is silent.

MSCC INSTITUTIONAL GOALS AND OBJECTIVES

Below are the learning objectives most applicable to this course:

1. Develop and maintain a healthy cooperation with local congregation.
2. Actively challenge, motivate, and recruit men and women to develop and use their gifts in God's service.
3. Assist students in developing an intellectual understanding of their world, and the ability to know, apply and rightly divide the Word of Truth.
6. Send students into the world to preach, teach and disciple people of all cultures with sensitivity and understanding.

COURSE OBJECTIVES

This course is designed to assist the student in meeting the following specific objectives that flow out of the institutional Mission Statement, Core Values and Objectives for MSCC.

1. The student will **develop a working knowledge** of the principles of C.E. relating to organizing, planning and relating to other church workers and church leaders, in the practice of C.E. in the church [3]. Based on the MSCC core value of *Missions* and *Quality*. To be by the students reading the required texts, listening to the lectures, and participation in class to discussion and written assignments
2. The student will carefully **analyze** the organization of an exiting church (trusties, elders, deacons, etc.) to ascertain how the church conducts its business in relation to its mission and methods used (biblical and secular) and what are the interpersonal relations that exist as the people work together [1, 2, 3]. Based on the MSCC core values of *Bible* and *Missions* by utilizing required reading text, the Bible and what principles of the practice of administering C.E. as the tools for analysis. This will be done in writing and communication with a local church leadership.
3. The student will **be able to answer two questions** that involve the relationship of a minister or C.E. director to the church: (1) what is the nature of the educational task facing the church? (2) Does the church need specialized help to achieve the task? The answers will give the student a fourfold biblical and philosophical justification to supervise and coordinated the CE ministry of the church [3, 2, 6]. Based on the core values of the MSCC *Bible*, *Missions* and *Quality* through reading, discussion, and preparing in writing a plan on the foundation of the student's acquired biblical and philosophical plan for coordinating the administration of a C.E. program in a local church.

COURSE TEXTBOOKS

Bower, Robert K. *Administering Christian Education: Principles of Administration for Ministers and Christian Leaders*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1964.

Lawson, Michael S. and Robert J. Choun, Jr. *Directing Christian Education: The Changing Role of The Christian Education Specialist*. Chicago: Moody Press, 1992.

Study Bible with the Old and New Testament: NKJV, NIV, NASB, or NRSV

Binder or notebook with paper and pencils for taking notes.

PLAGERISM

Students are expected to give proper credit when using the ideas of others. This frequently takes the form of quotes"" with proper footnotes giving the source of the quotations. See the college style guide for examples.

Submitting work done by another person as your own results in an F for the assignment and can result in further academic disciplinary measures.

CLASS ATTENDANCE

Regularity in class attendance is considered absolutely essential to the proper completion of a course. Absences caused by college sponsored activities are the only excused absences. All unexcused absences will result in the lowering of grades and may result in additional work. After absences equal to three weeks of class time the student must petition the faculty to remain in the class as a credit student. Absences in excess of 25% of the total class hours will result in failure of the course. A student is considered tardy if he arrives in class after the instructor begins to call

the roll or has begun class or if he leaves before the class hour is completed. Four tardies are counted as one absence. Absences immediately preceding or following a school holiday will be counted as two absences.

CLASS ASSIGNMENTS AND INCOMPLETE GRADES

All class work is to be completed as assigned. No work will be accepted after the day of the final examination unless the student has filed for an extension before that time. An "Incomplete Request Form" is available in the Academic Dean's office upon the payment of a \$10.00 fee. This form entitles the student to an extension of 30 days in which to complete all class assignments. Failure to complete the work within that extension will result in a grade of "F". Announced tests and examinations should be taken when scheduled. Failure to do so will result in a late fee of \$5.00 which must be paid before the test is administered.

COURSE CHANGES OR WITHDRAWALS FROM COURSES

Students who desire to make course changes must do so within the first two weeks of the semester.

In order to withdraw from classes or change classes, a student must secure written approval from the registrar and from his instructor. Withdrawal from a class is permitted without penalty (except financial as outlined in the financial section of the catalog) during the first three weeks of the semester.

After these weeks, the grade WP or WF will be given and entered on the student's transcript

After 6 weeks, a student is not permitted to change a class from credit to audit.

After 10 weeks, a student is not permitted to withdraw passing from any course.

Withdrawal from a course without written approval from both the registrar and the instructor results in an "F" grade.

WITHDRAWAL FROM THE COLLEGE:

A student may not withdraw from the college without notifying the dean of students, academic dean or the president. The student is expected to meet all obligations involving his instructors, the business manager, librarian and registrar. Failure to notify the college of withdrawal may result in the student forfeiting any refunds due him.

Refunds

Withdrawal refunds of tuition and room rent will be as follows"

During the first two weeks of the semester – 80%

During the third week of the semester – 60%

During the fourth week of the semester – 40%

After the fourth week of the semester – No refund

COURSE ASSIGNMENTS

- **Submit weekly responses to assigned readings:** due at beginning of each class period. If not turned in it will be assumed you did not do your assigned reading. 1-3 page double space with 1" margins. Look for authors views and pertinent information applied to C.E. with your personal response (how helpful or unhelpful, what could be added to improve

what you read and whether the material was easy to hard to understand with why). Be sure to proofread your work for grammatical and mechanical errors.

- Student will **conduct** a survey of a congregation’s organizational structure considering how the structure works in practice (including budgeting) and what are the interpersonal relationships between the leaders and workers. Make a 3 page survey sheet with 2 pages that considers the necessary questions with a 3rd page for diagram of the churches organizational chart. Begin with page 28 in Bower for methods of conducting surveys. The questions will be answered by talking with the leaders or knowledgeable officers of the church (secretary or treasurers).
- Student will **write** a 3-5 page analysis of a congregation’s organization structure and how this structure works in practice considering the interpersonal relationships between the various leaders and workers. Utilize the survey and apply the principles leaned in class and readings double spaced with 1” margins—proof read your work!

Due: Survey Sep 28, 2006

Due: Analysis Nov 9, 2006

- **Prepare a 7 to 8 page paper that describes** your philosophy of **planning** and **organizing** the church structure for the total educational ministry of a church.
 - Double spaced with 1” margins except first page, from the top of which will be 2”
 - Use resources with quote marks and footnote them correctly according to Kate Turabian 6th ed. and MSCC Guidelines for Writing
 - Add title page and Bibliography (not counted in number of pages)
 - Proofread all your work you turn in
 - Turn in outline (to 5 headings I. A. 1. a. i.) giving title and showing direction you propose to go with a page of relevant bibliography to draw information from
 - **Due: Outline Oct. 5, 2006** (Mid-Term) **Paper Dec. 7, 2006** (Final Exam)

COURSE EXAMS

Mid-term October 5, 2006
 Final December 7, 2006

COURSE GRADING

Weekly one page reading response 10%
 Survey and Analysis 20%
 Midterm examination 20%
 Philosophy paper with Outline & Bibliography 25%
 Final examination 25%

A = consistently outstanding achievement in the course
 B = good quality of work, but not consistently outstanding
 C = acceptable level of competence and basic understanding of material
 D = minimally adequate; may not be ready for further related coursework
 F = unsatisfactory an unworthy of credit

COURSE SCHEDULE

Week/Date	Reading	Subject
<u>Week 1</u>	Bower	Introduction
Aug 17	Lawson	Introduction
	<u>Turn in 1st reading assignment</u>	
18	Convocation at Park Village Christian Church	

Week 2 Perspective. Aug 24	Lawson Chapter 1 Bower Chapter 2	Biblical & Philosophical Organization
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Week 3 Aug 31 Surv	Lawson Chapter 2 Lawson Appendix B & D	Schedual Planner C.E. Survey & Sample Ever Expanding Roll
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Week 4 Sep 7	Bower Chapter 3 Handout 1 <u>Turn in reading assignment</u>	Planning The Church as a Racial-minority Situation
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Week 5 Sep 14	Bower Chapter 4 Lawson Chapter 3 <u>Turn in reading assignment</u>	Delegation in Admnsitration Relationships with Chruch Staff
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Week 6 Sep 21	Bower Chapter 5 Lawson 4 <u>Turn in reading assignment</u>	Leadership (Recruiting) Relationships with Volunteer Leaders
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Week 7 Sep 28	Lawson Chapter 5 Handout 2 <u>Turn in reading assignment and Survey due</u> Review (be prepared to ask questions concerning exam)	Recruitingt the Teaching Staff Christian Education in World of Religious Pluralism
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Week 8 Oct 5	<u>Mid-Term Examinations</u>	Due: Outline with Bibliography
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Week 9 Recruiting) Oct 12	Bower Chapter 6 Lawson 6 <u>Turn in reading assignment</u>	Leadership (Training & Training Christian Leaders and Teachers
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Week 10 Oct 19	Handout 3 Handout 4	Recruiting, Tng & Motivating Volunteers The Church in a Global Perspective
<u>Turn in reading assignment and Analysis due</u>		
Week 11 Oct 26 heartaches)	Lawson Chapter 8	Relationships with the Church & the Community Discuss Analysis & Survey (joys &
Week 12 Nov 2	Bower Chapter 8 Handout 5	Contorl (Checking & Evaluating) A Summary of Administration of C.E.
<u>Turn in reading assignment</u>		
Week 13 Nov 9	Lawson Chapter 8 Handout 6	The Female C. E. Specialist Women, Ministry, and Education
<u>Turn in reading assignment and 2nd report due Sunday school visit</u>		
Week 14 Nov 16	Anthony Ch 28-29	Ministry of Christina Camping Recovery Ministries
<u>Turn in reading assignment</u>		
Nov 22-26 Nov 23	Thanksgiving Break Review (be prepared to ask questions concerning exam) National Missionary Convention	
Week 15 Nov 30	Lawson Chapter 9 Bower Appendix	A Future Look: Three Views from the Front Applied Administrative Techniques (review)
<u>Turn in reading assignment</u> Review (be prepared to ask questions concerning exam)		
Week 16 Dec 7	<u>Final Examination</u>	 Analysis Due

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- Burgess, Harold W. *Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective*. Wheaton: Victor Press, 1996.
- Clark, Robert E., Lin Johnson and Allyn K. Sloat, eds. *Christian Education: Foundations for the Future*. Chicago: Moody Press, 1991.
- Daniel, Eleanor A. and John W. Wade. *Foundations for Christian Education*. Joplin: College Press Publishing Co., 1999.
- Dykstra, Craig. *Growing Life of Faith: Education and Christian Practices*. Louisville: Geneva Press, 1999.
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- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids: Baker Academic, 2001.
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Fowler, James W. *Stages of Faith*. New York: Harper & Row, 1981.

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Seymour, Jack L., Margaret Ann Crain and Joseph V. Crockett. *Educating Christians: The Intersection of Meaning, Learning, and Vocation*. Nashville: Abingdon Press, 1992.

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