CE101 – INTRODUCTION TO CHRISTIAN EDUCATION
Summer 2009

COURSE DESCRIPTION
This course provides an overview to the beginning student of what Christian Education is and how it is accomplished. It lays foundations for further study in Christian Education.

THE MISSION OF MSCC
Mid-South Christian College exists to glorify God by partnering with Christian Churches in raising up individuals called by God to fulfill the global vision of Christ by facilitating their academic, practical and spiritual preparation.

STUDENT CORE LEARNING THREADS (ACLTS)
1. Demonstrate competence as servant leaders that meet the real needs of our current world through a variety of ministry roles in local congregations as well as the mission fields of the world. (AMIN)
2. Demonstrate competence in the research, interpretation and application of the inspired Word of God, both the Old and New Testaments, at an undergraduate academic level of scholarship. (ABIB)
3. Demonstrate competence in the mental skills of thought, reasoning, reflection, analysis and discovery in seeking God’s truth and application for today’s cultures from a Biblical worldview. (AREA)

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Goal that it Supports</th>
</tr>
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<tbody>
<tr>
<td>As a result of having completed this course, . . .</td>
<td>This objective supports [ACLT] because . . .</td>
</tr>
<tr>
<td>1. The student will be able to define and explain the principles of CE and their relationship to the mission of the church</td>
<td>[AMIN] The student will demonstrate an understanding of the principles of CE by defining and explaining them through class discussion and written assignments</td>
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<tr>
<td>2. The student will be able to identify the major theological foundations for CE and their relationship as educators to the church and its worldwide mission</td>
<td>[ABIB] The student will use the Bible to locate the theological foundations for CE and relate them to a worldwide mission</td>
</tr>
</tbody>
</table>
3. The student will develop a working knowledge of the developmental theories to help understand the biblical, mental and spiritual needs of people in and outside the church

[AREA] The student will read about developmental theories and participate in class discussions

4. Student will be introduced to the skill of preparing lesson plans

[AMIN] The student will write lesson plans

### COURSE TEXTBOOKS

Study Bible with Old and New Testaments (KJV, NKJV, NASB, NIV, or NRSV)


*Handout on two chapters from:*


### PLAGIARISM.

Students are expected to give proper credit when using the ideas of others. This frequently takes the form of quotation marks “” with proper footnotes or endnotes giving the source of the quotation. For examples, consult Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, & Dissertations*, 5th or 6th ed. Chicago: University of Chicago Press, 1996. 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

The three weeks prior to class have work assigned on the syllabus; each week’s lesson must be e-mailed to me by 12 midnight Fri. of that week. All work must be completed before class (nothing accepted past the time frame of that week). Readings for class must be done prior to each class time. Final paper must be in by Sept. 5, it will not be accepted after this date.
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 a class 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 three 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

Please take note: MSCC Academic Policy states that all assignments must be turned in to pass a course. Any assignment not turned in will result in a grade of F for the semester.

<table>
<thead>
<tr>
<th>Description</th>
<th>Date due</th>
<th>Value</th>
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<tbody>
<tr>
<td>1 Pre class Readings and Reflection Papers (6)</td>
<td>Fri. ea. Week</td>
<td>25%</td>
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<tr>
<td>2 Class Participation and Daily Quizzes</td>
<td>Daily</td>
<td>25%</td>
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<tr>
<td>3 Final Exam</td>
<td>Aug 14</td>
<td>25%</td>
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<tr>
<td>4 Paper “Educational Philosophy,” 10 pages – double space and follow MSCC Guidelines for Writing &amp; Turabian—NO PAPERS ACCEPTED AFTER DUE DATE</td>
<td>Sep 5</td>
<td>25%</td>
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| Total                                                |               | 100%  |
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Pre 1</td>
<td>Jul 13-17</td>
<td><strong>Edge, Teaching for Results, rev. ed.</strong>&lt;br&gt;Ch. 1—Emphasizing Results&lt;br&gt;Ch. 2—Understanding the Teaching-Learning Process&lt;br&gt;Ch. 3—Some Dynamics in the Teaching Situation</td>
<td>Read Preface vii – ix find purpose of bk. Ch. 1-3 Write 3 one page reflection papers: 1 pg. on each chapter-&lt;br&gt;due 17th by 12 Midnight</td>
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<tr>
<td>Pre 2</td>
<td>20-24</td>
<td><strong>Edge, Teaching for Results, rev. ed.</strong>&lt;br&gt;Ch. 4—Making Aims Specific&lt;br&gt;Ch. 5—Why Aims Must be Specific&lt;br&gt;Ch. 6—Securing Purposeful Bible Study</td>
<td>Read ch. 4-6 Write 3 one page reflection papers: 1pg. on each chapter-&lt;br&gt;due 24th 12 Midnight</td>
</tr>
<tr>
<td>Pre 3</td>
<td>27-31</td>
<td><strong>Edge, Teaching for Results, rev. ed.</strong>&lt;br&gt;Ch. 7—Developing the Lesson&lt;br&gt;Ch. 8—Making the Lesson Personal&lt;br&gt;Ch. 9—Securing Carry-over</td>
<td>Read chapters 7-9 Write 3 one page reflection paper 1 pg. on each chapter-&lt;br&gt;due 31st by 12 Midnight</td>
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<tr>
<td>1</td>
<td>Aug 3rd</td>
<td>Review Syllabus &amp; Intro to CE&lt;br&gt;Historical Foundations of CE&lt;br&gt;Philosophy &amp; Theo Foundations of CE&lt;br&gt;Cross Cultural Perspectives of CE</td>
<td>Read:&lt;br&gt;Anthony: 11-14, 17-25&lt;br&gt;26-34, 35-43&lt;br&gt;45-51</td>
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<td>2</td>
<td>4th</td>
<td>Evangelism and Discipleship&lt;br&gt;Life Span Development&lt;br&gt;Maps, Signs &amp; Choices</td>
<td>Read:&lt;br&gt;Anthony: 53-59&lt;br&gt;63- 72&lt;br&gt;Habermas: 23-31</td>
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<tr>
<td>3</td>
<td>5th</td>
<td>Moral Development Through CE&lt;br&gt;Faith Development&lt;br&gt;Spiritual Development&lt;br&gt;The Trinity Relay: Way of Restoration</td>
<td>Read:&lt;br&gt;Anthony: 73-82&lt;br&gt;83-89&lt;br&gt;91-98&lt;br&gt;Habermas: 33-42</td>
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<td>5</td>
<td>7th</td>
<td>Holy Spirit in Educational Process&lt;br&gt;Learning Styles&lt;br&gt;Creative Teaching Methods</td>
<td>Read:&lt;br&gt;Anthony: 125-129&lt;br&gt;130-138&lt;br&gt;140-145</td>
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<td>6</td>
<td>10th</td>
<td>Organizational Models of CE&lt;br&gt;CE in Small Churches&lt;br&gt;Recruiting, Training &amp; Motivating Volunteers</td>
<td>Read:&lt;br&gt;Anthony: 149-158&lt;br&gt;159-166&lt;br&gt;167-175</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reading Assignment</td>
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<td>Aug 15</td>
<td>7</td>
<td>Small Groups in the Local Church</td>
<td>Read:</td>
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<td>Legal and Ethical Issues</td>
<td>Anthony: 176-184</td>
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<td>Family Life Education</td>
<td>185-191</td>
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<td>195-204</td>
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<td>Aug 22</td>
<td>8</td>
<td>Childhood Education</td>
<td>Read:</td>
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<td>Ministry to Youth</td>
<td>Anthony: 205-216</td>
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<td>Adult Ministries</td>
<td>217-226</td>
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<td>227-235</td>
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<td>Aug 29</td>
<td>9</td>
<td>Gen Perspectives: Builders, Boomers, Busters, Bridges &amp; Millennials</td>
<td>Anthony: 237-244</td>
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<td>Counseling Ministries</td>
<td>247-253</td>
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<td>Single Adult Ministries</td>
<td>254-261</td>
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<tr>
<td>Sep 5</td>
<td>10</td>
<td>Ministry of Christian Camping</td>
<td>Anthony: 262-267</td>
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<td>Recovery Ministry</td>
<td>269-275</td>
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<tr>
<td>Aug 15</td>
<td>11</td>
<td>You have three weeks to complete a 10 page paper that develops your own</td>
<td>Due September 5</td>
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<td></td>
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<td>educational philosophy</td>
<td>No exceptions—Grades have</td>
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<td></td>
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<td>to be in the following</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

**Foundational Works on Christian Education and Methods**


**Works on Developmental Theories for Christian Education**


**Works on Teaching and Teaching Methods**


**Works on Other Ministries within Christian Education**


Syllabus Acknowledgement Form

Read Carefully.
Check each box [ ].
Give the signed & dated form to your instructor.

[ ] I have received a copy of the syllabus for ________________________, _________ for
_____________.
                      Course Name    Number    Semester -
                      Year

[ ] I have read the syllabus in its entirety, and I fully understand the course objectives and requirements
for this class.

[ ] I understand that ALL assignments and course requirements must be completed in order to pass this
class.

_______________________________       ____________________
Printed Name              Date

_______________________________
Signature