Summer 2105  
May 18 – August 22  
Residency Dates, July 20 - 22

Contact Information

Professors

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Teaching Assistant

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dnail@gordonconwell.edu

SAKAI

Course documents, calendar and other support will be provided on the SAKAI learning management platform at https://sakai.gcts.edu. In addition, students will be asked to complete seven learning modules online before the three day residency beginning July 20, 2015. Students enrolled in the class should be able to access SAKAI by using their student email names and student I.D. numbers.

Course Description:

The course provides a comprehensive and practical introduction to Christian formation within the church. It is designed to prepare pastors, church leaders and Christian educators to foster the educational development and formation of the church congregation into a vibrant, productive community of faith. The course focuses on the nature of congregational life as a dynamic spiritual eco-system whose component practices and activities synergistically work together to promote Christian identity, character, and maturity while engaging the broader context in mission. Specific attention will be on the role of the family, small groups, liturgy, Christian education, digital media, practices and developmental relationships in supporting and sustaining individual and congregational formation into the image of Christ.
Relationship to Curriculum:

EM502 is a required course in the Master of Arts in Christian Ministries (MACM) and the MAR-Hybrid Concentration in Ministry. It can serve as either a ministry or general elective course in the Master of Divinity program and is a suggested option for those who envision teaching and Christian education as a significant vocational activity. The course also serves as a potential option for a general elective within the Master of Arts in Christian Thought (MACT) and the Master of Arts in Biblical Studies (MABS). The course would serve as a suggested concentration course in the MAR program or ministry elective in the MACC program for counseling students who see teaching or spiritual direction as a related part of their careers.

Course Objectives:

As an initial survey course, EM502 introduces students to ways to foster Christian development and formation in and for congregational life. The course will enable students from a multi-disciplinary perspective to develop and use educational and relational processes to support the spiritual maturation of all members of the congregation into a mature expression of the Body of Christ. Students who apply themselves to the course should accomplish the following learning objectives:

1. Students should articulate congregational dynamics from ecological and cultural perspectives and identify key ways these help in understanding the life and formation of the church.
2. Students will develop a biblical theology of Christian growth and development in the church as a maturing community of mission and character.
3. Students will be able to identify and explain the key educational processes for personal and corporate development and how they can be used in promoting and assessing Christian formation within a local congregation.
4. Students will be able to develop and assess Bible-based curriculum that promotes effective learning within a congregation’s educational activities.
5. Students will be able to explain the role and use of sacraments, liturgy and other Christian rites and practices in the process of personal and congregational formation.
6. Students will be able to propose ways to support the catechetical development of healthy, nuclear families as domestic churches within the life of the Christian community.
7. Students will develop a philosophical and practical approach for implementing small groups as formational communities within the congregation.
8. Students will be able explain how specific support relationships function (including digital ones) and can foster spiritual maturity within the local church.

EM502 Required Readings:


Students should read each of these books in their entirety unless otherwise stated (see assignments below for specific reading assignments). A final letter (signed) indicating the extent of the reading should be submitted in at the end of the course to obtain the needed grade points as well as the amount of time spent. The amount of points will be pro-rated based upon the percent of the readings completed (Total pages).

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Expected Time Commitment (hrs.)</th>
<th>Student’s Actual Time on Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Readings</td>
<td>50 hrs.</td>
<td></td>
</tr>
<tr>
<td>Residency Time</td>
<td>20 hrs.</td>
<td></td>
</tr>
<tr>
<td>Sakai Study Modules</td>
<td>36 hrs.</td>
<td></td>
</tr>
<tr>
<td>Congregational Assessment Project</td>
<td>20 hrs.</td>
<td></td>
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<tr>
<td>Praxis Paper and Class Presentation</td>
<td>10 hrs.</td>
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<tr>
<td>Total</td>
<td>136 hrs.</td>
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</tbody>
</table>

Class Assignments:

Grading for this course will be based upon the following assignments. Students will complete these projects and exercises and submit them by the identified due date. Grades will be determined by the extent and quality of the work completed. The descriptions of these assignments and grading criteria can be found at the end of this syllabus. Further explanations of each project will be provided during the course residency.

1. Research-Praxis Paper and Class Presentation
2. Congregational Assessment Project
3. Completion of Seven Online Lessons
4. Require class readings

**All work for this course will be due no later than August 22, 2015.** Any extensions beyond this date must be determined and approved by the Registrar’s office which will consult with the professor of record.

**Grading:**

Grades for the course will be determined by performance on the above exercises and projects. Students can achieve a total of 400 points from courses assignments with the following grade scale and assignment weighting:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper/Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Congregational Assessment Project</td>
<td>200</td>
</tr>
<tr>
<td>Online Modules</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Scoring Scale**

- 360 – 400 points  A-/A+
- 319 – 359 points  B-/B+
- 279 – 318 points  C-/C+
- 237 – 278 points  D-/D+

Completion of all course readings is worth 20 points. This has already been factored into the grade. For example, completion of 50% of the reading will result in a loss of 10 points.

*All assignments are expected to be written on the level of graduate education. Incorrect grammar, spelling mistakes, and other indications of poor writing will result in the loss of grade points. Make sure you proof read your work before submitting it.*

**Attendance:**

Students are required to attend the residency for the course and complete all online modules. Unexcused absenteeism will result in a loss of grade points. Unexcused absence of more than 8 hours will result in an automatic reduction of one whole grade. Late online assignments will also result in loss of grade points. If for reason of illness or family death or emergency, contact Dr. Klipowicz regarding these events to determine appropriate make-up activities. For additional information concerning attendance, consult the *Student Handbook* requirements and guidelines.
Educational Ministry of the Church (EM502)

Course Assignments

Assignment #1
Collaborative Research-Praxis Project

There are a number of provocative and potentially enriching topics introduced in this course that can be the basis for in-depth learning and practical application. Students, working collaboratively with their Community Study groups, will choose a particular topic to research and develop for practical application within the scope of Christian formation for a specified congregational context.

The final project will be worth 100 points. One grade will be given for each group. The project should be at least 18 - 20 pages long incorporating a minimum of 15 reference sources from course and outside readings. In addition to the final written report, each group will prepare a 30 minute group presentation of the project to be shared during the three day residency. The final written project will be due on the last day of the course, August 22, 2015.

The project will include the following:

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/18/15</td>
<td>Lesson #1</td>
<td>Understanding Christian Formation in Community</td>
</tr>
<tr>
<td>6/1/15</td>
<td>Lesson #2</td>
<td>A Curriculum for Christian Formation</td>
</tr>
<tr>
<td>6/8/15</td>
<td>Lesson #3</td>
<td>How People Learn</td>
</tr>
<tr>
<td>6/15/15</td>
<td>Lesson #4</td>
<td>Teaching God’s People</td>
</tr>
<tr>
<td>6/22/15</td>
<td>Lesson #5</td>
<td>Growing in Community</td>
</tr>
<tr>
<td>6/29/15</td>
<td>Lesson #6</td>
<td>Worship and Formation</td>
</tr>
<tr>
<td>6/13/15</td>
<td>Lesson #7</td>
<td>Developmental Relationships</td>
</tr>
</tbody>
</table>

July 20 -22 Three Day Residency in Charlotte

July 23 – Aug. 22 Project Completion Period
1. A review of pertinent literature addressing the main ideas and approaches to Christian Formation engaged in the chosen topic (6-8 pages).
2. A section identifying the main biblical and theological factors shaping the project (4-5 pages).
3. A contextual or situational assessment of target congregation in terms of its practice (2-3 pages)
4. A description of the curricular or formational elements of the plan (5-6 pages). This should be supported by the above research and specific educational concepts, theories, and models.
5. The development of a strategic plan to implement a practical application of the approach to Christian Formation within the target church context (2-3 pages).

The research-praxis project should address one of the following areas of Christian Formation. A study group may make a short proposal to the professor if it wants to address another topic or area of formation not addressed below. Only two study groups will be allowed to work on any one topic.

1. Utilize the concept of the domestic church and a theology of the Christian Family to develop a strategy to revitalize and enrich congregational life through ministry from and to the home.
2. Develop a robust process of baptismal education, initiation and formation for adult assimilation within a local church of a particular theological persuasion.
3. Create and equip a comprehensive network of “developmental relationships (peer, coaching, discipleship, counseling, directing and mentoring)” and a feasible strategy to support various levels of discipleship and foster faith maturation within a large church context.
4. Formulate an online Bible study curriculum (5 lessons minimum) that will employ an active learning model to foster young adult learning and community.
5. Create a ministry model, curricular plan, and strategic process of implementation to help a program-centered church transition to a small group based approach to congregational life.
6. Develop a seasonal or thematic emphasis (Advent, Lent, missions) that creatively integrates liturgical, homiletic, educational and other formative practices around a specific theological theme for the entire congregation.

**Evaluation Rubrics:**

An A (90 – 100 points) would exhibit all the following characteristics:
A. Writing will have a clear introduction and organizing structure throughout the paper. Headings will provide demarcation of key thematic areas.
B. Document will have less than three spelling and grammatical mistakes. Writing style should be active and concise.
C. Paper will adequately cover all requested content areas.
D. Major points in the paper will have support from required course and outside literature identified by proper citations.
E. Paper will demonstrate awareness and understanding of key theoretical and theological concepts within the field of education.
F. Paper will have a rich bibliographical list with more than 20 reference sources primarily coming from course text books, professional journals, and monographs.
G. Paper will demonstrate significant creativity and careful thinking in addressing the identified issues.
H. Paper will clearly contextualize planning to fit a particular ministry context.
I. Group presentations will exhibit careful planning, captivating instruction, and the ability to effectively engage listeners.

A B paper (80 – 89 points) will exhibit the following characteristics:

A. Writing will have a clear introduction and organizing structure throughout the paper. Headings will provide demarcation of key thematic areas.
B. Document will have less than 10 spelling and grammatical mistakes.
C. Paper will adequately cover at least 4 of the requested content areas.
D. Major points in the paper will have support from outside literature identified by proper citations.
E. Paper will demonstrate awareness and understanding of some theoretical and theological concepts within the field of education.
F. Paper will have at least 15 reference sources primarily coming from course text books and other sources.
G. Paper will provide clear, logical framework and evidence of thoughtful planning.
H. Paper will address a particular ministry context to some degree.
I. Group presentation will demonstrate an adequate structure and clear explanation of the topic.

A C paper (70 – 79 points) will exhibit the following characteristics:

A. Writing lacks a clear introduction and organizing structure throughout the paper.
B. Document will have more than 10 spelling and grammatical mistakes indicating a lack of prior proof reading.
C. Paper will adequately cover only 3 or less of the 5 requested content areas.
D. Major points in the paper lack support from outside literature identified by proper citations.
E. Paper lacks awareness and understanding of theoretical and theological concepts within the field of education.
F. Paper has less than 15 references and primarily coming from course text books and popular literature or Internet sources.
G. Paper fails to adequately contextualize theory and practice within a particular context or situation.
H. Paper fails to address topic with either creativity or thoughtful analysis.
I. Presentation lacked careful structure, apparent planning, and did not engage the class in the time allowed.

Assignment #2: Congregational Assessment Project

The Congregational Assessment Project provides the opportunity for the student to evaluate the ecology of Christian formation for a congregation of the student’s choice. Students should determine early in the program a target situation for this project because the online training modules will provide excellent opportunities for the student to develop key components for the project and receive feedback from the instructor throughout the term.

The final paper will be 20 pages (minimum) and have at least 15 footnoted references. The completed project will be due August 22, 2015 and be worth up to 200 points.

The project will consist of a number of elements that will enable the student to accurately describe and evaluate the capacity and potential of a church congregation to provide nurture and formation to its members. The project will follow the four phases of practical theology presented by Richard Osmer in *Practical Theology: An Introduction*. The audit will involve description of an actual congregation; analysis and interpretation of findings; evaluation in light of normative guidelines (Scripture, theology and best practices); final review of findings and proposed changes for the congregation (pragmatic).

The project will require the student develop an audit instrument and data-collection strategy (interviews, surveys, on-sight observation, document review, etc.) that ascertains the target congregation’s ecology of formation (in light of contextual, systemic, and cultural considerations). The audit should explore the following dimensions of congregational formation:

1. A contextual understanding and description of the congregation’s community, traditions, liturgies and history in ways these shape the group’s identity and mission and the ways these elements shape the socialization of its members
2. The explicit and implied philosophy of education and formation of the congregation.
3. The explicit curriculum of formation in terms of extant educational and formational programs and practices.
4. The ways congregational worship, liturgy and ritual practices shape the congregation.
5. How the congregation employs developmental relationships (coaching, teaching, mentoring, counseling, teaching) to nurture and promote formation.
6. How the congregation uses secondary communities apart from worship (social groups, small groups, Bible studies, etc.) to promote formation?
7. Congregational philosophy and practice regarding the formation of children and the role of the family in this process.
8. How the church uses technology as a means to foster community and formation.
9. Other practices, traditions and ways of congregational being that shape and foster Christian identity and development.
10. Programs, projects and engagements that teach and form the participants’ missional identity and practice.
11. Other pertinent aspects of congregational life that seem significant to understand in light of this particular church.
The written project will be a narrative case study description of this church from the viewpoint of its explicit and implicit curriculum for fostering Christian formation and development. The case study would follow the following format:

1. Introduction to the church, its relevant history and context.
2. Narrative description of the church’s approach to formation in light of the audit data collected.
3. An interpretive review of the description in which key aspects of formation are analyzed and discussed through the lenses of course content, educational models and other relevant ways to understand Christian formation.
5. A final review of the case and suggested ways the church can improve or modify its practices, programs, and community life so as to nurture more faithful and effective formation.

Rubrics for Project Evaluation

The projects will be evaluated in terms of the following criteria:

a) **Comprehensiveness**: Does the project provide all that is requested?

b) **Depth**: Does the project exhibit depth of understanding that sees beneath the surface elements and delves more deeply into the systems, patterns, and other aspects of the implicit curriculum?

c) **Quality**: Is the project neatly written and well-composed?

d) **Integration**: Do all the elements logically and pedagogically fit together?

e) **Creativity**: Does the project reflect originality and creativity in design and implementation?

f) **Conceptual Frameworks**: Does the project reflect adequate understanding of pedagogical theories, models of formation, and other factors appropriate to understanding and promoting Christian formation in community?

An “A” project (180 – 200 points) will have the following qualities:

a) Comprehensiveness: The project completes and records all elements required in the above description in detail.

b) Depth: The project exhibits considerable depth of understanding and analysis that sees beneath the surface elements and delves more deeply into the systems, patterns, and other aspects of the implicit curriculum.

c) Quality: The project will be neatly presented and easily navigated by the reviewer. Footnotes, charts, and illustrations will be used to good effect. There are few grammatical, spelling, and usage errors.

d) Integration: All core elements of the project inter-relate and build off of each other. There is clear and compelling connection between the four phases and the contextual features of the case study.

e) Creativity: The project reflects significant originality and creativity in design, implementation and final outcomes.

f) Conceptual Framework: The project using key and appropriate theoretical models and frameworks effectively to describe and evaluate the formational processes of a particular congregation.
A ‘B’ project (160 – 179 points) will have the following qualities:

a) Comprehensiveness: The project completes and records all major elements in some form as required in the above description.

b) Depth: The project exhibits some depth of understanding, using appropriate models and insights to understand the systems, patterns, and other aspects of the implicit curriculum.

c) Quality: The project will be neatly presented and easily navigated by the reviewer with some use of visual effects. There are less than 10 grammatical, spelling, and usage errors.

d) Integration: All core elements of the project are understood and adequately represented. There is adequate connection of the various components.

e) Creativity: The project reflects some creativity in design, implementation, and proposed changes.

f) Conceptual Frameworks: The project uses some theoretical models and frameworks to interpret and evaluate a particular congregation’s ecology of formation.

A ‘C’ project (140 – 159 points) will have the following qualities:

a) Comprehensiveness: The project is missing some of the major elements of the project as required in the above description.

b) Depth: The project exhibits little depth of understanding that sees beneath the surface elements. Research and analysis is relatively superficial and does not delve into the systems, patterns, and other aspects of the implicit curriculum.

c) Quality: The project lacks neatness and is hard to follow. There are no visuals to highlight the information. There are over 10 grammatical, spelling, and usage errors giving the impression of hasty writing and editing.

d) Integration: There is inadequate connection between elements of the study. Aspects seem disconnected and do not relate to each other or the situation described by the audit.

e) Creativity: The project is uninspiring and lacks any signs of creative research and pedagogy.

f) Conceptual Frameworks: The project has little evidence of theoretical understanding or theological perspectives that interpret or inform Christian formation in community.

Additional Course Bibliography

*How People Learn*: Free PDF download from National Academy of Sciences

[http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/How%20people%20Learn%20Ch1.pdf](http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/How%20people%20Learn%20Ch1.pdf)


Hunter, J. D., *To Change the World.* (Oxford University Press, 2010).


Murphy, D., *Teaching that Transforms: Worship as the Heart of Christian Education*. (Grand Rapids: Brazos, 2004).


Yount, W., *Called to Teach*. (Nashville: Broadman and Holman, 1999).


**Syllabus Addendum**

**Academic Standards**
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s *Academic Calendar* are made between the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.