Course Description:
This course provides a broad overview of the critical issues concerning the teaching ministry of the church. Students will be challenged to develop a philosophy of educational ministry with a focus on Christian formation.

This course will introduce students to the theory and practice of educational ministry, particularly as it is practiced within a Christian formational education framework. This course will proceed in a twofold process: First, the introduction to and analysis of the foundational issues in educational ministry. Second, the exploration of the issues related to conceptualizing, planning, and executing educational ministry where the whole church is considered as the curriculum for the formation of the people of God.

This course aims to encourage students to engage in meaningful praxis by providing ample opportunities for students to (1) explore and design educational experiences based on the theories explored in class, (2) engage in various experiential teaching-learning opportunities, and (3) facilitate meaningful educational experiences and reflect on those experiences. The class is intended to foster a sense of the “learning community” so as to simulate the possible vocational ministry settings faced by students upon graduation.

Course Texts:
Required:

Selected Bibliography:


Course Expectations:

- **Classroom Attendance and Participation (10%)**
  Students should be ready during each class period to (1) recall the major tenets of the readings and be able to reflect the readings theologially and ethically; (2) raise questions pertaining to the readings and brainstorm educational/ministerial implications on the readings; and (3) actively participate in classroom activities and promote and maintaining the learning community in class.

- **Clues to Intergenerational Educational Ministries Paper (15%)**
  In groups of three, students are to research two unique life issues facing one of generations (Builders, Boomers, Busters, or Millennials). Students are then to: (1) describe two life issues that the generation faces (200 words); (2) postulate how those issues may become avenues through which the church can appropriately create teaching-learning opportunities for that generation (300 words); (3) discuss how that generation can uniquely contribute toward creating an intergenerationally appropriate teaching-learning atmosphere for all the generations in the church and beyond (400 words); and (4) prepare a one page handout for the class. **Due: October 9.**

- **Integrative Essay Examination Exercise (30%)**
  Students will take an active and participatory essay examination experience by: (1) submitting four substantial essay questions; (2) studying a list of edited essay questions with classmates; and (3) individually writing the essay examination in class. **November 25.**
Educational Ministry of the Church Paper (45%)
Students are to carefully interact with the course texts and classroom materials/experiences by succinctly delineating his/her own understanding of educational ministry by using the categories of the purpose, content, process, person, and student's own growth trajectory (reflexively discussing areas and issues that the student needs to experience growth as a minister/educator of the Gospel in order to working toward fulfilling the previous four categories). The length of the paper should be about 12-15 pages (approximately a 2:2:2:2:4 ratio). Students may send the paper electronically. If you wish your commented paper to be returned to the address other than your campus mailbox, submit the paper in hard copy with a self-addressed, stamped envelope. Due: December 5 by 4PM.

- Late Papers will be docked a letter grade for each day they are late.
- All papers should be in Turabian* format.

Course Outline:

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<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignment</th>
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<td>September 9 &amp; 11</td>
<td>- Introduction to the Course</td>
<td>Foundational Issues, Introduction, chs.1-3</td>
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<td>- Purpose in Educational Ministry I</td>
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<td>September 16 &amp; 18</td>
<td>- Purpose in Educational Ministry II</td>
<td>A Many Colored Kingdom, chs.1-5</td>
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<td>September 23 &amp; 25</td>
<td>- Purpose in Educational Ministry III</td>
<td>Journey to Jesus, Introduction &amp; chs.1-12</td>
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<td>September 30 &amp; October 2</td>
<td>- Proclamation in Educational Ministry I</td>
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<td>October 7 &amp; 9</td>
<td>- Proclamation in Educational Ministry III</td>
<td>Foundational Issues, Introduction, ch.4</td>
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<td>October 14 &amp; 16</td>
<td>- People in Educational Ministry I</td>
<td>Clues to Intergenerational Educational Ministries Paper (10/9)</td>
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<td>October 21 &amp; 23</td>
<td>- People in Educational Ministry II</td>
<td>Is It a Lost Cause? Part I</td>
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<tr>
<td>October 28 &amp; 30</td>
<td>- People in Educational Ministry III</td>
<td>Is It a Lost Cause? Part II</td>
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<td>November 4 Tue</td>
<td>- Process in Educational Ministry I</td>
<td>A Many Colored Kingdom, chs.6-8</td>
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<td>November 6 Thu</td>
<td>NO CLASS</td>
<td>READING WEEK</td>
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<td>November 11 &amp; 13</td>
<td>NO CLASS</td>
<td>READING WEEK</td>
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<td>November 18 &amp; 20</td>
<td>- Process in Educational Ministry II</td>
<td>Foundational Issues, ch.7 &amp; Appendixes A &amp; B</td>
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<td>November 25 Tue</td>
<td>- Integrative Essay Examination Exercise</td>
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<tr>
<td>November 27 Thu</td>
<td>NO CLASS</td>
<td>THANKSGIVING</td>
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<tr>
<td>December 2 &amp; 4</td>
<td>- Process in Educational Ministry III</td>
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<td>December 5 Fri</td>
<td>Educational Ministry of the Church Paper due at 4pm</td>
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