If you win the whole world and lose the mind of the world, you will soon discover you have not won the world. Indeed it may turn out that you have actually lost the world .... Responsible Christians face two tasks— that of saving the soul and that of saving the mind. —Charles Malik, The Two Tasks

I. 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 as well as teaching and Christian theology. 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 related to spiritual formation, the teaching ministry and Christian theology. 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.

II. REQUIRED COURSE TEXTS
Parrett, Gary and S. Steve Kang. Teaching the Faith, Forming the Faithful. Downers Grove, IL:
III. COURSE EXPECTATIONS & REQUIREMENTS

- **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 theologically 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.

- **Book Review** (15%)  
  Select either Book A or Book B. The professor will provide these books. Read your chosen book in its entirety. Write a 3-page paper outlining the following: (1) a summary of its main contents or core argument (page 1); (2) a critical assessment of the contents or core argument of the book (page 2) and (3) an evaluation as to how the contents of this book or its core argument apply to your current ministry (page 3). In addition to these 3 pages, please include a first presentation page and subject or conform your paper to Turabian\(^1\) format guidelines.  
  (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document).  

- **The Educational Ministry in Your Church – Paper/Project** (15%)  
  Select a church (primarily yours). Investigate and gather a copy of its educational ministry. In other words, describe its educational structure or programs by drawing a diagram. Please observe authority/hierarchical lines.  
  Select one component of that educational (church) structure. Analyze that structure and describe needs for improvement. Make theoretical as well as practical suggestions or recommendations as to how it can be improved. This is a 3-page paper. Page 1 is the diagram itself. Page 2 is the problem described in that particular structure. Page 3 is consists of your theoretical or practical suggestions or recommendations. In addition to these 3 pages, please include a first presentation page and subject or conform your paper to Turabian\(^2\) style/format guidelines. (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document).

- **Church Membership Course Paper** (15%)  
  Based on Parrett & Kang’s *Teaching the Faith, Forming the Faithful* (textbook) chapter 14 Commitments for a Congregational Curriculum, outline and describe your church membership class by doing a chart or table exactly identical to the one presented in page 394.

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Describe each session. Highlight biblical as well spiritual formation and theological knowledge contained within each of these sessions. Make 1-2 suggestions for improvement based on the reading of chapter 14 for each of the sessions. If you are not a pastor of a church, please inquire about this church membership course/sessions.

• A Biographical Essay – The Culturally Sensitive Educator/Teacher/Pastor (15%) This is your personal (albeit pastoral/ministerial) space to make connections between the Bible, theology, spiritual formation and your background and present life as well as the particular context or community and church where you serve. After reading Conde-Frazier, Kang and Parrett’s A Many Colored Kingdom chapters 2, 4, 5 & 6, write a 4-page paper. There are two parts for this paper. The first part is to describe in detail your background and to accentuate those parts of your life that relate to contexts, cultures and social markers (race, class, gender and ethnicity). The second part is to analyze and evaluate how these impact your teaching or the teaching of the faith in your church and community. The core or central task of this paper is for you to respond to the following question: How do you (or your church for that matter) become a culturally sensitive minister? (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document).

• Educational Formation Ministry Framework Paper (30%) By carefully interacting with the course texts and classroom materials/experiences, students are to conceptualize/articulate an overarching framework of educational formation ministry based on the motif where the local church is, the particular locale, curriculum or formation system in God’s household in his ongoing redemptive work for and through his people in the world. The project should be about 10 to 12 pages demonstrating the student’s understanding of the integration and confluence of the purpose, proclamation, people, and process of educational formation ministry as well as the teaching ministry of the church and the theology of Christian education. Students must send the paper electronically to drdescobararcay@gmail.com. (Microsoft Word format only – 12-point Times New Roman & 1-inch margin – with the student’s name and course number as the title of the document). The paper will be returned electronically with the instructor’s comments later. Due:
  - Late Papers will be docked a letter grade for each day they are late.
  - All citations (footnotes) should be in Turabian* format.

IV. Tasks (Papers) & Deadlines & Criteria for Evaluation

• Chart for Dates

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Deadlines</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Attendance &amp; Participation</td>
<td>ongoing</td>
<td>10</td>
</tr>
<tr>
<td>A Book Review</td>
<td>Monday, November 4, 2013 by 11:30pm to my email</td>
<td>15</td>
</tr>
<tr>
<td>B The Educational Ministry in Your Church – Paper/Project</td>
<td>Wednesday, October 30, 2013 by 11:30pm to</td>
<td>15</td>
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</tr>
<tr>
<td>C</td>
<td>Church Membership Course Paper</td>
<td>Fourth Day, Sunday, October 27, 2013 by 12:00pm</td>
</tr>
<tr>
<td>D</td>
<td>A Biographical Essay – The Culturally Sensitive Educator/Teacher/Pastor</td>
<td>Third Day – Saturday, October 26, 2013 by 12:00pm</td>
</tr>
<tr>
<td>E</td>
<td>Educational Formation Ministry Framework Paper</td>
<td>Sunday, November 10, 2013 by 11:30pm to my email</td>
</tr>
</tbody>
</table>

Total Points = 100

 Criteria for Evaluation
Value/points for each of the tasks/assignments described above (meaning A, B, C, D & E) will be assessed by looking closely at the following components:

- Content
- Process
- Grammar
- Format (Turabian please)

V. GRADING SCALE (TAKEN GCTS CATALOG)
The following numerical values are assigned to the letter grade evaluations for purposes of determining grade point average: A+ = 4.0; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0.0. Grade point averages are never rounded off. No exceptions are granted to this method of computing a student's grade point average.

VI. COURSE CALENDAR/SCHEDULE
Introduction – Greetings Who are we?

First Day – Thursday, October 24, 2013
CONCEPTS, FOUNDATIONS, CORE ISSUES, SUBSTANCE
GUIDING QUESTION: WHY & HOW DO WE GROUND THE CONTEMPORARY EDUCATIONAL MINISTRY OF THE CHURCH IN BIBLICAL, SPIRITUAL FORMATION AND THEOLOGICAL GROUNDS?

<table>
<thead>
<tr>
<th>TOPICS/THEMES/PRESENTATION</th>
<th>READINGS/TASKS</th>
</tr>
</thead>
</table>
| Education for Our Times & The Scriptures | TEXTBOOK: Dawn’s Is it a Lost Cause?
|   | Chapters 1 The Heart of the World
|   | Chapter 2 The Heart of God Revealed in the Scriptures
|   | Chapter 3 The heart of God Revealed Through the Church as Parallel Society |

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<table>
<thead>
<tr>
<th>Topics/Themes/Presentation</th>
<th>Readings/Tasks</th>
</tr>
</thead>
</table>
| Biblical & Theological Foundations         | TEXTBOOK: Pazmiño’s Foundational Issues in Christian Education  
Chapter 1 Biblical Foundations  
Chapter 2 Theological Foundations  
(pages 19-83)                                            |
| Theological Foundations for the Teaching Ministry of the Church | TEXTBOOK: Yount’s The Teaching Ministry of the Church  
Part 1 (chapters 1 & 2) Theological Foundations for the Teaching Ministry of the Church  
Part 2 (chapters 3, 4 & 5) Biblical Foundations for the Teaching Ministry  
(pages 3-87)                                            |
| Purpose & Proclamation of Educational Ministry | TEXTBOOK: Parrett & Kang’s Teaching the Faithful, Forming the Faithful  
Part 1 (chapters 1 & 2) Purpose: A Mission to Fill  
Part 2 (chapters 3, 4 & 5) Proclamation: A Message to Obey and Teach  
(pages 17-146)                                            |
| The Nature of Theology & What is it That Makes Education Christian? | TEXTBOOK: Estep, Anthony & Allison’s A Theology for Christian Education  
Chapter 1 The Nature of Theology and Education  
Chapter 2 “What Makes Education Christian?”  
(pages 5-43)                                            |

**Second Day – Friday, October 25, 2013**

**PEOPLE – STUDENTS, TEACHERS, PASTORS**

**GUIDING QUESTION: WHO AND HOW DOES PEOPLE TEACH AND LEARN?**

<table>
<thead>
<tr>
<th>Topics/Themes/Presentation</th>
<th>Readings/Tasks</th>
</tr>
</thead>
</table>
| The Bible, Theology & The Participants     | TEXTBOOK: Parrett & Kang’s Teaching the Faithful, Forming the Faithful  
Chapter 6 Teachers Among Us  
Chapter 7 Attitudes and Attributes of Christlike Teachers  
Chapter 9 Toward a Community of Learners  
(pages 149-208; 236-264)                                            |
|                                            | TEXTBOOK: Yount’s The Teaching Ministry of the Church  
Chapter 10 The Pastor as Teacher  
Chapter 15 Teaching Preschoolers  
Chapter 16 Teaching Children  
Chapter 17 Teaching Youth  
Chapter 18 The Adult Learner  
(pages 161-184; 285-360)                                            |
<table>
<thead>
<tr>
<th>Topics/Themes/Presentation</th>
<th>Readings/Tasks</th>
</tr>
</thead>
</table>
| The Curriculum              | TEXTBOOK: Pazmiño’s *Foundational Issues in Christian Education*  
Chapter 7 Curricular Foundations  
(pages 231-252)  
TEXTBOOK: Yount’s *The Teaching Ministry of the Church*  
Chapter 19 Selecting & Evaluating Curriculum  
(pages 363-380)  
TEXTBOOK: Harris’ *Fashion Me a People: A Curriculum in the Church*  
Part 2 Vocation  
Chapter 4 Koinonia  
Chapter 5 Leiturgia  
Chapter 6 Didache  
Chapter 7 Kerygma  
Chapter 8 Daikonia  
(pages 75-163) |
| Curriculum & Commitments    | TEXTBOOK: Parrett & Kang’s *Teaching the Faithful, Forming the Faithful*  
Chapter 13 Commitments for a Congregational Curriculum (Part 1)  
Chapter 14 Commitments for a Congregational Curriculum (Part 2)  
pages (361-390) |

**Third Day – Saturday, October 26, 2013**

**RESOURCES – CURRICULUM, PROGRAM, SCHEDULE, POLICIES, TRAINING**

**GUIDING QUESTIONS: WHAT ARE THE GOVERNING OR SHAPING EDUCATIONAL OR PEDAGOGICAL STRUCTURES OF MY CHURCH?**

<table>
<thead>
<tr>
<th>Topics/Themes/Presentation</th>
<th>Readings/Tasks</th>
</tr>
</thead>
</table>
| The Curriculum              | TEXTBOOK: Pazmiño’s *Foundational Issues in Christian Education*  
Chapter 7 Curricular Foundations  
(pages 231-252)  
TEXTBOOK: Yount’s *The Teaching Ministry of the Church*  
Chapter 19 Selecting & Evaluating Curriculum  
(pages 363-380)  
TEXTBOOK: Harris’ *Fashion Me a People: A Curriculum in the Church*  
Part 2 Vocation  
Chapter 4 Koinonia  
Chapter 5 Leiturgia  
Chapter 6 Didache  
Chapter 7 Kerygma  
Chapter 8 Daikonia  
(pages 75-163) |
| Curriculum & Commitments    | TEXTBOOK: Parrett & Kang’s *Teaching the Faithful, Forming the Faithful*  
Chapter 13 Commitments for a Congregational Curriculum (Part 1)  
Chapter 14 Commitments for a Congregational Curriculum (Part 2)  
pages (361-390) |

**Fourth Day, Sunday, October 27, 2013**

**VENUES – STRATEGIES, METHODS, TECHNIQUES, STRUCTURES**

**GUIDING QUESTION: HOW DOES MY CHURCH ACCOMPLISHES ITS EDUCATIONAL MINISTRY VISION?**
VII. SELECTED BIBLIOGRAPHY


Pazmiño, Robert W. *By What Authority Do We Teach?* Grand Rapids: Baker, 1994.