



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED620 – Theological Foundations in Christian Education In-Service Hybrid Fall 2008

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. All of these documents are available at <http://bbwiki.nts.edu>

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Dean Blevins, Ph.D.
Office: (816) 268-5400
Office Hours: Tuesday by appointment

Email: dgblevins@nts.edu
Home/Cell: (913) 523-3857 Please do not call
between 9:00 p.m. and 8:00 a.m.

Catalog Description

An overview of the Biblical, historical and theological perspectives that inform the task of discipleship, particularly from a Wesleyan perspective.

Course Narrative & Rationale

The history of the church remains marked by a call to faithful discipleship both by persons and within Christian communities. If the triune God reveals God-self as essentially relational, then faith exists relationally, developed and nurtured both within and between congregations that make up the Body of Christ. Discerning the faithfulness of our practice requires serious theological reflection in light of core theological convictions, historical awareness, and practiced reflection (theological praxis) on the nature of teaching. This course addresses these tasks for the sake of faithful discipleship in the Wesleyan tradition. Wesleyan discipleship, known also as Christian education, involves three dynamic and interrelated approaches for faithful educational ministry: formation, discernment and transformation. Formation includes those practices, symbols and relationships that engender faith and holiness through our interaction within the life of the Church (in conversation with other living contexts). Discernment remains the careful exploration of the nature of the Christian faith, in direct conversation with the nature of persons, to engender faithful practice and faithful living in a world that remains diverse and, at times, subversive and destructive. Transformation defines not only the outcomes of God's presence in the lives of believers but also the very practices that believers exercise to become agents of transformation (means of grace) both within and outside the life of the local congregation.

As a hybrid course, this class provides both a learning community and opportunity to contextualize knowledge developed in a local setting. To facilitate both processes, students are required to be fully engaged in face to face sessions at the NTS campus as well as continued online discussion following the class either in general online discussion or in smaller communities of support. Class participation will be divided into two components: class interaction and online discussion.

Educational Assumptions:

1. The work of the Holy Spirit is essential to the processes of Christian education at any level. I will consistently request the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community. Christian community remains the gift of the Spirit, enhanced or hindered by human effort.
3. Students are valued not only as persons who have potential to learn, but also as persons who already have significant knowledge and experiences to contribute to the purposes of the course. Consequently, some of the course assignments will require cooperative efforts among students. Such cooperation is inherent in a Christian community of learning.
4. The course focuses on the community of faith expressed in a local congregation or parish. In order for the purposes of the course to be fulfilled, each student should have a local church or parish in which he/she regularly participates or is able to "call to mind" a recent congregation that provides a living context for ministry discussion..
5. This is a graduate course. The quality of thinking, writing, speech, and class participation should reflect a graduate level quality. Higher levels of thought (e.g., analysis, synthesis, and evaluation), writing style, spelling, grammar, as well as faithful attendance, consideration of fellow students and their ideas, and timely submission of assignments is expected.

Course Outcomes

Upon completion of the course students should demonstrate:

- 1) An ability to develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life (MACE program goal)
- 2) An ability to systematically define the core theological convictions that govern faithful discipleship
- 3) An ability to define discipleship within the historic life of the church.
- 4) An ability to articulate a Wesleyan vision for Christian education
- 5) An ability to frame a practical theological rationale for teaching

Church of the Nazarene COSAC Competencies

CP24 Ability to assess and implement emerging approaches to Christian education in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

Required Texts & Course Materials

Estep, James Riley, Jr. (Ed.) *C.E.: The Heritage of Christian Education*. Joplin, MO: College Press Publishing Company, 2003. ISBN 0-89900-904-2 (293 pp)

Henderson, D. Michael. *A Model for Making Disciples John Wesley's Class Meeting*. Nappanee, IN: Evangel Press, 1997. ISBN 1-92895-70-1 (191 pp)

Lay, Robert F. *Foundational documents for Christian teachers and ministers*. ISBN 0-9749758-0-9
NOTE: ORDER VIA NTS BOOKSTORE

Moore, Mary Elizabeth Mullino. *Teaching as a Sacramental Act*. Cleveland: The Pilgrim Press, 2004
ISBN 082981647X

Pazmiño, Robert W. *God our Teacher: Theological Basics in Christian Education*. Grand Rapids: Baker Academic 2001 ISBN 0-8010-2284-3

Recommended Texts & Course Materials

Nelson, C. Ellis. Ed. *Congregations: Their Power to Form and Transform*. Louisville: Westminster/John Knox Press. ISBN 0-8042-1601-0 (263 pp)
Les Steele, *On the Way: A Practical Theology of Christian Formation* (Wipf & Stock Reprints)

Additional readings provided by the instructor including Blackboard resources.

Course Outline

Unit 1: Theological Foundations (Resource: *God our Teacher*) Pre-Module (Course Outcome Two)

Unit 2: CE Heritage: Understanding the Nature of Discipleship: historical and theological concerns (Resources: *CE: Heritage of Christian Education, A Model for Making Disciples*, Blevins Articles) In-Service Module (Course Outcome Three and Four)

Unit 3: A Practical theology of teaching (Resources: *Teaching as a Sacramental Act*) (Course Outcome Five and One)

Course Assignments & Requirements

1. Class Participation: general Black Board and Group participation (300 points) Class participation in a hybrid course includes online participation both prior and following the course. To assist in this process a Blackboard discussion process will be included. Students will be required to post summary comments on weekly readings (normally 100 words) as well as responses (normally 50 words) to their classmates. Online postings and responses are required at least three times a week. The quality of these discussions will provide much of the basis for in class discussion as well. For assessment see *Posting Rubric* at the end of the syllabus. All discussion and regular class assignments need to be posted as instructed by the deadline, normally 11:59 PM Central Time (CT), for full credit. Late posting results in a 20% deduction daily (which begins one minute after the deadline) unless you have a good rationale submitted *in advance* of the late post. No postings will be graded after the assigned week. Due to the progressive nature of online learning, required postings must be completed the week assigned for any credit to be given.

(Note: There will be times when "life gets in the way" or you have a "ministry crisis." These situations will be taken into consideration when communicated to the professor. One "Mulligan" is allowed during the course for late assignments if requested by the student).

Participation breakdown:

General discussion (post and responses) pre-session 4 weeks x 20 = 80 points

Group discussion (post and responses) post-session 4 x 20 = 80 points

2. "Wesleyan Discipleship" Key concerns paper (150 points) Students will write a reflective 5-7 paper summarizing the key concerns for Wesleyan discipleship. This assignment must include dialog with D. Michael Henderson's book *John Wesley's Class Meeting* as well as with two articles (provided on Blackboard) by Dean G. Blevins. Due Monday in class during the intensive

"Practicing the New Creation: Wesley's Eschatological Community Formed by the Means of Grace" *Asbury Theological Journal* 57, no. 2 and 58, no. 1 (Fall 2002/Spring 2003) 81-104.

"Renovating Christian Education in the 21st century: A Wesleyan Contribution" *Christian Education Journal* Series 3, Vol. 2, No. 1 (Spring 2004) 6-29

3. Contemporary Leader summary (100 pts): The student will compose a short (1-2 page) summary of a recent leader in Christian education found at the following website and report on this leader's contribution in class. <http://www.talbot.edu/ce20/>

4. Formative Figures/Key Movements dialog (250 points). The student will develop a comparative research paper articulating at least two formative figures or key movements from two different historical settings. The paper will include a comprehensive introduction to each figure/movement, comparative assessments, and implications for contemporary Christian Education today.

5. Comprehensive essay (200 points). For the final exam, each student will write a summative essay (5-7 pages) giving his/her own theological rationale for Christian Education that will guide future ministry. This summative paper should include a short statement that might be used in a five minute conversation in a local congregation as well as a longer treatment unpacking the core convictions, historical markers, and synthetic articulation of a practical theology of teaching. The student may draw from sources within the class but should reflect the student’s synthesis of the material presented in class.

Method for Submitting Assignments

Please use the assignments section of Black Board unless otherwise directed.

Policy Regarding Late Work & Missed Exams

Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Course Grading

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)

“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)

“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

See rubrics for major assignments and posting for further information on assessment.

Course Calendar

Date	Week	Assignment
Pre-Module Discipleship Component		
Pre-session 07/21/08	One	<p>Congregational Discipleship Introductory Assignment Introduce yourself online on this forum and give a brief history of your own personal heritage when it comes to discipleship. Read Pazmiño 9-57 and relate our doctrine of God and Creation to our approach to Christian Education? Post no later than Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
Pre-session 07/28/08	Two	<p>Discerning Discipleship Assignment One Read Pazmiño 58-112 and relate our doctrine of Christ and the Holy Spirit to our approach to Christian Education? Post your insights (100-150 words) by Tuesday 11:59 PM CST.</p>

		<p>Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
Pre-session 08/04/08	Three	<p>Discerning Discipleship Assignment Two Read Pazmiño 113-72 and relate our doctrine of the Church and future hope to our approach to Christian education? How does your theology of CE address postmodern concerns? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p> <p>Discerning Discipleship Summary How would you summarize the key issues based on your observation and those of your classmates? (100 words) Due 11:59 PM Friday CST.</p>
Pre-session 08/11/08	Four	<p>Congregational Discipleship Wesleyan Preliminary Observations While reading for your Key concerns paper take time to identify two to three insights from the readings and post them online. Post by Thursday 11:59 PM CST. Evening. Post responses (50 words each) to two-three students by Friday 11:59 PM CST.</p> <p>“Wesleyan Discipleship” Key concerns paper please post under the Assignments section. Due Monday in class in the in-service module. (100 points) Students will write a reflective 5-7 paper summarizing the key concerns for Wesleyan discipleship. Develop a dialog with D. Michael Henderson’s book John Wesley’s Class Meeting as well as with two articles (provided on Blackboard) by Dean G. Blevins "Practicing the New Creation: Wesley’s Eschatological Community Formed by the Means of Grace" <i>Asbury Theological Journal</i> 57, no. 2 and 58, no. 1 (Fall 2002/Spring 2003) 81-104</p> <p>“Renovating Christian Education in the 21st century: A Wesleyan Contribution” <i>Christian Education Journal Series</i> 3, Vol. 2, No. 1 (Spring 2004) 6-29</p>
In-Service Component meets 5:30-8:30 pm		
Monday 08/18/08	Week Five	What is Wesleyan Discipleship? (Includes comparative book review discussion in class) Formation, Discernment and Transformation
Tuesday		Historical Contexts Read Estep’s CE: The Heritage of the Christian Church pp. 1-1 to 5-17. Describe the intersections between Jewish/Christian discipleship and the secular influences of Greek and Roman education.
Wednesday		Original Texts investigation
Thursday		Historical Contexts (cont.) Read Estep’s CE: The Heritage of the Christian Church pp. 6-1 to 9-21 Describe the development of Christian discipleship from the early Church through the Reformation.
Friday		Original Texts investigation
Monday 08/25/08	Week Six	Historical Contexts (cont.) Read Estep’s CE: The Heritage of the Christian Church pp. 10-1 to 13-18. What key developments shaped the content and context of Christian discipleship through the modern period?
Tuesday		Original Texts investigation
Wednesday		Historical Contexts (cont.) Read Estep’s CE: The Heritage of the Christian Church pp. 14-1 to 16-11. What key developments shaped the content and context of Christian discipleship through the late modern period? How will the postmodern world change our approach to Christian Education?

Thursday		<p>Contemporary Leader summary: The student will compose a short (1-2 page) summary of a recent leader in Christian education found at the following website and report on this leader's contribution in class.</p> <p>http://www.talbot.edu/ce20/ Summarizing Historical View</p>
<p>Post-Module Online Component</p> <p>Online discussion forums reflect only a small portion of writing for the summative research project</p>		
09/01/08	Week Seven	Open week
Post Module 09/08/08	Week Eight	<p>Sacred Teaching: Practical Theology of Teaching Read M. E. Moore Preface through pp. 64. How do the author's insights reflect or challenge a Wesleyan view of teaching and Christian education? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p>
Post module 09/15/08	Week Nine	<p>Sacred Teaching: Practical Theology of Teaching Read M. E. Moore pp. 65-152. How do the author's insights reflect or challenge a Wesleyan view of teaching and Christian education? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p>
Post module 09/22/08	Week Ten	<p>Sacred Teaching: Practical Theology of Teaching Read M. E. Moore pp 153-231. How do the author's insights reflect or challenge a Wesleyan view of teaching and Christian education? Post your insights (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p>
Post module Due Monday 11:59 PM CST 09/29/08	Week Eleven	<p>Formative Figures/Key Movements dialog (250 points). The student will develop a comparative research paper articulating at least two formative figures or key movements from two different historical settings. The paper will include a comprehensive introduction to each figure/movement, comparative assessments, and implications for contemporary Christian Education today.</p> <p>Post at least two key insights from your research (100-150 words) by Tuesday 11:59 PM CST. Post responses (50 words each) to two-three students by Thursday 11:59 PM CST.</p>
Post module Due Monday 11:59 PM CST 10/06/08	Week Ten	<p>5. Comprehensive essay (200 points). For the final exam, each student will write a summative essay (5-7 pages) giving his/her own theological rationale for Christian Education that will guide future ministry. This summative paper should include a short statement that might be used in a five minute conversation in a local congregation as well as a longer treatment unpacking the core convictions, historical markers, and synthetic articulation of a practical theology of teaching. The student may draw from sources within the class but should reflect the student's synthesis of the material presented in class.</p>

Grading Rubrics

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	2 points	4 points	7 points	10 points
Totals				

Congregational Discipleship Assessment Tool

1. "The project should include a congregational educational assessment, a preliminary mission statement consistent with stated theology of educational ministry, and a set of goals for the church that are attainable and can be communicated to the local congregation.
2. Provide a two year master plan for discipleship along with supporting strategies including curricula and methods of pastoral educational administration (e.g., budgets, recruiting forms, teacher meeting agendas, and curriculum order forms), as well as assorted practical ideas for educational ministries, topical bibliographies, seminar applications, appropriate websites and any other materials or information deemed important to the work of a pastor educator. "

Congregational Discipleship Assessment Guidelines					
Domain	Non-compliance	Recognition	Comprehension	Analysis	Synthesis
Assessment	Congregational context ignored	Personality Stated but supplemental support missing	Personality stated and programs with no connection	Personality stated and programs/processes presented to clarify & elaborate	Personality stated programs/processes presented, with synthesis with other class information
75 Possible					
Design	No Mission Statement or goals	Mission Statement but no elaboration and no connection to goals	Mission statement with clear connection to goals and implicit Philosophy CE connections	Mission Statement and Philosophy of CE supporting Statement and goals	Mission Statement and Philosophy of CE with clear connections and goals related to context as well as personal philosophy
75 Possible					
Two Year Strategy	No two year strategy	Two year strategy but not connection to Mission Statement	Two year strategy connected to Mission Statement and goals	Two year strategy with strategic interventions based on analysis (could be small moves but addresses particular needs of congregation)	Two year strategy with strategic interventions that that directly draw upon Personality and programs of congregation
75 Possible					
Practical Ideas and interventions	Incomplete Practical Ideas	Practical ideas but not connected to strategy, limited range	Practical ideas commensurate with strategy and displaying some range of resources	Practical ideas commensurate with strategy, sufficient range, and appropriate to context	Practical ideas that relate to overall strategy, mission and personality/programs revealing a workable approach
75 Possible					
Feedback: 1 or 2 sources 25		Presentation Quality 25		Intangibles (reflects creativity) 30	
Final Total 400					

Grading Rubric for Reading and Research

Student

Preliminary Considerations	Cognitive Levels (Reasoning)	Recognition & Recall	Comprehension	Analysis	Synthesis	Evaluation	Comments
Target Level		1	2	3	4	5	
	Reading/ Research Indicators						
Point/ percentage of writing	Overview of writing or introduction to paper	Able to identify/ state key claim(s) of reading/ paper	Able to explain claims in clear & concise manner	Able to indicate how key claim develops through reading/writing	Relates Key Claim to Class focus	Indicates importance of material to Class focus	
Point/ percentage of writing	Primary review/ development of writing	Identifies primary support claims and backing	Able to define clearly & concisely support claims, backing, and qualifications	Able to identify warrants & assumptions support claims & backing	Relates support claims to each other and to class focus	Able to show relative strengths and weaknesses of support claims	
Point/ percentage of writing	Personal Interaction	Connects specific claims to personal interaction	Demonstrates why claim elicits response	Reflection nuances range of writings support claims	Reflection indicates sources that endorse/dispute writing	Reflection references constructive alternatives or application	
	Argumentation Level	Attention	Structure	Response	Detail	Demand	
Target Level		1	2	3	4	5	
Point/ percentage of writing	Form & Style Level	Demonstrates standard form (pagination) and clear writing style	Consistent outline with headings and subheadings detailing development of argument	Forceful writing with consistent documentation at key claims and clear transitions and anticipates qualifications	Documentation addresses supporting claims & backing internally with detailed transitions and intersects with issues in class	Wide range of academic sources with strong rhetorical skills at each level. Clearly identified audience to elicit response	
	Surprise Factor						
Total point/ percentage							