Northern Seminary  
ED 302 – Teaching Ministry of the Church  
Winter 2015  
Mondays, 4:00 – 6:40 pm.  
Dr. Robert J. Price Jr. – Instructor  
Associate Professor of Evangelism and Urban Ministry  

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Course Description  
This course utilizes several contemporary approaches to the practice of educational ministry for all age groups. This course will explore the theological and biblical foundations for educational ministries, especially 1 Timothy and 2 Timothy. This course celebrates a variety of teaching styles and approaches to helping Christians grow in the knowledge and character of our Lord Jesus Christ (2 Timothy 1:5).

Course Objectives  
This course is designed to enable students to function more effectively as teachers and leaders within the church. By the completion of the course each active participant should:

1. Know the theological and biblical foundations for educational ministries.
2. Have thoroughly read and reflected on 1 Timothy and 2 Timothy for principles of teaching in ministry.
3. Have reviewed basic principles of inductive Bible Study using reference tools (Ezra 7:10).
4. Have greater confidence in her/his abilities in dealing with the educational ministry of the church.
5. Have a clearer picture of the priority of educational ministry as a means of assisting persons and communities to grow in their faith and spiritual life.
6. Affirm the vital role the pastor, Director of Religious Education, and lay leaders have in providing overall leadership and guidance for the educational ministry of the local church and other educational settings.

Required Reading  


**Recommended Reading**


Bibliographies for Christian Education will be distributed the first day of class.

**Course Requirements**

1. Thoroughly read 1 Timothy and 2 Timothy to participate in class Bible Study each week at the beginning of class. (10%)

2. Class attendance and participation. (15%)

3. **Master’s Course Requirements**

   Write two 7-10 page papers designed to make the course material practical and relevant to your situation specific teaching ministry context; and prepare two lesson plans, and teach two units.

   a. Write a paper articulating your philosophy and theology of the teaching ministry of the church. Take into consideration your denominational history and tradition, as well as the context of your local church or ministry. Integrate insights from the class Bible Study on 1st and 2nd Timothy. Think of a funnel with the aforementioned sources aimed at your situation-specific ministry context for practical application, schemes, and strategies for ministry. (25%) – **Due February 2.**

   b. Interview two leaders responsible for Christian Education for a church or ministry. The purpose of the interviews is to give direct field experience so that learning can occur from a variety of models that can be apply to your local church or ministry. As an interviewer, you will learn how to recruit a mentor that will share ideas and resources with you. Also, you will need some predetermined questions to guide the interview. The results of the three interviews should be written up in a 7 – 10 pages paper that describes the three church or ministry models, gives some strengths from each model, lessons from mistakes leaders were transparent to share with you (hopefully you can create atmosphere of trust in the interview for leaders to be honest with you). Finally, how can you apply information, models, etc. to your church or ministry context. If you are able to visit the church or ministry to see the model live and up close that would be a bonus and strengthen your research and writing. (25%) – **Due March 16.**
c. Each student will prepare two lesson plans and present them in class. The lesson plans will focus on three church or ministry audiences: children (3-7), young adults (25-40), and seniors (65 and older). Students will select two of the three audiences to teach in front of the class. Feedback will be given from the instructor and classmates. (25%)

4. **Diploma/Certificate Course Requirements**
   Write two 5-7 page papers designed to make the course material practical and relevant to your situation specific teaching ministry context; and prepare two lesson plans, and teach two units.
   a. Write a paper articulating your philosophy and theology of the teaching ministry of the church. Take into consideration your denominational history and tradition, as well as the context of your local church or ministry. Integrate insights from the class Bible Study on 1st and 2nd Timothy. Think of a funnel with the aforementioned sources aimed at your situation-specific ministry context for practical application, schemes, and strategies for ministry. (25%) – **Due February 2.**
   
   b. Interview one leader responsible for Christian Education for a church or ministry. The purpose of the interviews is to give direct field experience so that learning can occur from a variety of models that can be apply to your local church or ministry. As an interviewer, you will learn how to recruit a mentor that will share ideas and resources with you. Also, you will need some predetermined questions to guide the interview. The results of the three interviews should be written up in a 7 – 10 pages paper that describes the three church or ministry models, gives some strengths from each model, lessons from mistakes leaders were transparent to share with you (hopefully you can create atmosphere of trust in the interview for leaders to be honest with you). Finally, how can you apply information, models, etc. to your church or ministry context. If you are able to visit the church or ministry to see the model live and up close that would be a bonus and strengthen your research and writing. (25%) – **Due March 16.**
   
   c. Each student will prepare one lesson plans and present them in class. The lesson plans will focus on three church or ministry audiences: children (3-7), young adults (25-40), and seniors (65 and older). Students will select two of the three audiences to teach in front of the class. Feedback will be given from the instructor and classmates. (25%)

5. **Masters and Diploma/Certificate Requirement**
   Class attendance and participation is expected. There is no class on January 19, 2015 in honor of Martin Luther King, Jr. Class will meet on March 23, 2013 for final session.
Course Schedule – A more detailed schedule will be given the first day of class

Preparation

January 12  Orientation – *Effective Bible Teaching* - 1 Timothy 1
January 19  No Class – MLK Holiday
January 26  *Effective Bible Teaching* – 1 Timothy 2
February 2  *The Courage to Teach* - 1 Timothy 3 & 4 – (Theology paper due)

Instruction

February 9  *Christian Education in African-American Church* – 1 Timothy 5
February 16  *Teaching Ministry of the Church* – 1 Timothy 6
February 23  *Teaching Ministry of the Church* – 2 Timothy 1
March 2  *Teaching Ministry of the Church* – 2 Timothy 2

Evaluation

March 9  Teach Unit 1 – 2 Timothy 3
March 16  Teach Unit 2 – 2 Timothy 4 (Interview paper due)
March 23  Review and Evaluation

Grading Scale:

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>94-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
<td>86-83</td>
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POLICIES FOR ALL MASTERS CLASSES

NOTE: All communication from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.
Class Attendance Policy
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

Class Tardiness Policy
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 pm of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th Ed., 2013.

Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgment or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

Electronic Format
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

Technology Use in the Classroom
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

Course Evaluation in Moodle
Students must complete an online evaluation using the seminary Moodle system at http://moodle.seminary.edu in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.