



Course Syllabus
LCHM 304 – Introduction to Christian Education
3 Credit hours

I. COURSE DESCRIPTION

A study of the basic principles and practices of organizing, administrating, and supervising a balanced program of Bible teaching ministries in the local church. Surveys all of the educational agencies for the various age levels, particularly Sunday school.

Prerequisites: None

II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

Spiritually alive Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

Intellectually alert Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

Physically disciplined Healthy lifestyle; physically active lifestyle

Socially adept Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

Professionally competent Discipline-specific proficiencies listed under Program Outcomes.

III. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- Comprehend the basic principles and practices of organizing, administrating, and supervising a balanced program of Christian education.
- Understand the responsibilities of the varied leadership roles in the educational program.
- Understand the roles and relationships of the staff, parents, laity, and congregation relative to Christian education.
- Understand many of the various educational agencies.

IV. STUDENT LEARNING OUTCOMES

As a result of successfully completing this course, you should be able to:

1. Identify and discuss the basic principles and practices of organization, administration, and supervision of a program of Christian education.
2. Describe the organizational structure of the educational ministries of the church.
3. Identify the general duties of the various leadership roles in the educational program
4. Discuss guidelines for discovering, enlisting, developing, and training potential leaders.
5. Identify and compare various educational agencies.
6. Review current websites and professional journals.
7. Describe the roles of the board of Christian education, the staff, parents, laity, and congregation relative to the educational ministries.

V. TEXTBOOK AND OTHER LEARNING RESOURCES

Required Materials

Textbook:

Anthony, M., et.al. *Foundations of Ministry: An Introduction to Christian Education for a New Generation* (ISBN 978-0-8010-2166-4). Grand Rapids: Baker Books, 2006.

Powers, Bruce. *Christian Education Handbook* (ISBN 0-8054-1060-0). B&H Publishers Group, 1995.

Other required materials:

None.

Optional Materials

Textbooks:

None

VI. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
4. **Whole Person Assessment Requirements:**
 - a. Specify which, if any, Whole Person Assessment requirements there are for this course.
None for this course.

- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

B. School and/or Department Policies and Procedures

1. Class Assignments

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. Late work may not be accepted by the professor, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

3. Incompletes

As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

C. Online Programs Policies and Procedures

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
3. **Useful Links for Online Students:**
 - [Student Learning Glossary](#)
 - Library: <http://library.oru.edu>.
 - D2L Helpdesk: d2lhelp@oru.edu
 - I.T. Student Helpdesk: studenthelpdesk@oru.edu
 - [Netiquette and Online Discussions: https://goo.gl/f744AY](https://goo.gl/f744AY)
 - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. Course Policies and Procedures

1. Evaluation Procedures: The final grade will be based on the following:

a. Interactive Reading Reports	15%
b. Staff Report	15%
c. Journal/Web Article Readings	10%
d. Discussion	20%
e. PowerPoint Project	15%
f. Personal Project	<u>25%</u>

- **Interactive Reading Reports (20%)**

The student will complete a series of Interactive Reading Reports while reading the Powers' textbook. For each chapter the student will choose a topic with which to personally interact (i.e. positively, negatively, implications for ministry, etc.). The form to be used for the Interactive Reading Reports may be found in the Contents area under Resources.

- **Staff Leader Report (20%)**

The student will interview and observe a leader of one of the teaching ministries of a local during all his or her regular Sunday/Wednesday/etc., 'work' activities, and tour his/her office and related facilities. The student will develop a set of questions prior to the interview. The questionnaire along with a 2 page typed report of insights gained will be submitted to the instructor.

- **Journal/Web Article Readings (20%)**

The student will read one journal or Web Article each week for ten weeks and complete an Interactive Summary Report. Each article must be from a different source. At least three of the articles should be from "professional" Christian educational journals found in ORU Library ATLA Database. The form for these Interactive Summary Reports may be found in the Contents area under Resources.

- **Discussion (20%)**

The student will participate in weekly discussions by posting his/her original response to the assigned topic and then responding to a minimum of two peers' postings.

- **PowerPoint Project (30%)**

The student will prepare a 21-slide PowerPoint presentation stressing to "your congregation" the Biblical mandate and importance and value, etc. of the teaching ministries of the local church. The first slide is an introduction and the last slide will be the bibliography. Creativity will be rewarded. (If you have a Mac, save your presentation as a QuickTime video.)

- **Individual Project (30%)**

The student will prepare a project using one of the following formats:

(1) Complete a practical project within a local church setting to be developed in consultation with the professor.

(2) Arrange to work with a teacher or Christian education worker in the church and then teach for at least three sessions. The student will submit lesson plans and an evaluation of each session.

(3) Prepare an 8 to 10-page research paper on a related to the field of Christian education. The topic must be approved by the professor

2. Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

3. Other Policies and/or Procedures

None

VII. COURSE CALENDAR

Week	Topic
1	Foundations of CE Ministry: Perspective, Theology, History & Philosophy
2	Foundations of CE Ministry: Human Development, Cross-Cultural Perspectives, Moral & Faith Development
3	CE for Children, Youth, Adults, Families & Singles
4	Organization & Administration of CE: Structures, Personnel, Small Church
5	Organization & Administration of CE: Leadership, Role of Women, Legal & Ethical Issues
6	Specialized Educational Ministries: Camping, Parachurch, Counseling
7	Specialized Educational Ministries: Mission, Special Ed & Public Ed., Christian Schools & Homeschooling

VIII. COURSE INVENTORY

For ORU's Student Learning Outcomes

LCM 304 Introduction to Christian Education

This course contributes to the ORU course objectives as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability		X		
1D	Ethical Behavior		X		
2	Outcome #2 – Intellectually Alert				
2A	Critical thinking	X			
2B	Analytical Problem Solving		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
2F	Information literacy	X			
3	Outcome #3 – Physically Disciplined				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
3C	Properly balanced nutrition plan				X
4	Outcome #4 – Socially Adept				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			

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This syllabus is subject to change without notice up until the first day of the semester.

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