

SYLLABUS

I. Catalog Description

A study of the educational ministry of the local church, with attention to aims, principles, leadership, organization, and agencies of a biblical program for all age groups.

II. Objectives

A. Cognitive

1. The student will associate key biblical passages with the Education Cycle and related leadership principles.
2. The student will utilize course material and textbook information to design an Educational Ministry.
3. The student will be able to synthesize central educational, leadership, and ministry concepts.

B. Affective

1. The student will see the need for a comprehensive educational ministries process.
2. The student will see the need for honing their leadership skills, with special attention to relational and emotional intelligence.
3. The student will appreciate the complexity of creating, leading, and maintaining an intentional educational ministries process.
4. The student will value team building, people and conflict resolution skills, strategic planning, contextualization, evaluation, and navigating change in today's ministry climate.

III. Required Course Textbooks

Hillman, George and Sue Edwards, editors, *Invitation to Educational Ministry: Foundations of Transformative Christian Education*, Grand Rapids, MI: Kregel Academic, 2018.

Choose one of the following:

Edwards, Sue and Kelley Mathews. *Leading Women Who Wound, Strategies for an Effective Ministry*. Chicago, IL: Moody Publishers, 2009.

Shelley, Marshall. *Ministering to Problem People in Your Church: What to do With Well-Intentioned Dragons*. Bethany House Publishers, 2013.

Sande, Ken and Kevin Johnson. *Resolving Everyday Conflict*. Grand Rapids, MI: Baker, 2011.

Suggested Course Textbooks

Allen, Blain. *When People Throw Stones: A Leader's Guide to Fielding Personal Criticism*. Kregel Academic Publishers, 2005.

Edwards, Sue, and Kelley Mathews, Henry Rogers, *Mixed Ministry, Working Together as*

Brothers and Sisters in an Oversexed Society, Grand Rapids, MI: Kregel, 2008.

Gray Scott, Halee. *Dare Mighty Things, Mapping the Challenges of Leadership for Christian Women*. Grand Rapids, MI: Zondervan, 2014.

Hendricks, Howard G., *Color Outside the Lines, A Revolutionary Approach to Creative Leadership*, Nashville, TN: W Publishing Group, 1998.

Kouzes, James and Barry Posner. *The Leadership Challenge*. 5th ed. San Francisco: Jossey-Bass, 2012.

LeFever, Marlene D., *Learning Styles, Reaching Everyone God Gave You to Teach*, Colorado Springs, CO: David C. Cook Publishing Co., 1995.

Malphurs, Aubrey. *Advanced Strategic Planning: A New Model for Church and Ministry Leader*, 2nd ed. or later, Grand Rapids, MI: Baker, 2005.

Yount, William, R., ed. *The Teaching Ministry of the Church*. 2nd ed. Nashville, TN: Broadman & Holman, 2008.

IV. Requirements

A. Introductory Content

1. Students will read the Syllabus and report that they completed the reading on time.
2. Students will Meet & Greet their Peers & GTA in the Discussion Forums.
Students will post a brief autobiography. They will read other autobiographies by peers and converse with at least two other students regarding their stories and with those who converse with them about their story.
3. Students will read the Educational Ministry Plan Instructions and report that they completed the reading on time.
4. Students will complete the Learning Assessment Tool.
5. Students will complete and discuss the Harvard Implicit Test on race.

B. Lecture Video Attendance

Students will watch all course lecture videos and report they completed the lectures on time.

C. Reading & Video Response

Students will read the required textbooks according to the posted schedule and report that they completed the reading on time. Students will post a 3-minute video presentation for each book that 1) lists the 5 most important lessons gleaned from the book and 2) describes how they will use these lessons in ministry.

D. Educational Ministry Plan

Students will devise an Educational Ministry Plan using the Educational Cycle presented in this course. They will submit their Plan online in four modules (4 pages maximum per module; PDF) according to the schedule. A standard DTS cover page is required. Their Plan will demonstrate their understanding of the Educational Cycle. Students are required to submit all four modules.

1. Part 1 covers Ed Cycle steps 1-2.
2. Part 2 covers Ed Cycle steps 3-4.
3. Part 3 covers Ed Cycle steps 5-6.
4. Part 4 covers Ed Cycle steps 7-9

V. Policies

A. DTS Grading Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

B. Assignment Weights (100%)

Introductory Content.....	10%
Read the Syllabus.....	2%
Meet & Greet Your Peers	2%
Read Educational Ministry Plan	2%
Learning Style Assessment	2%
Harvard Implicit Test Discussion.....	2%
Lecture Videos Attendance.....	10%
Reading and Video Response.....	30%
Hillman/Edwards.....	20%
Edwards, Sande, or Shelley.....	10%
Educational Cycle	50%
Part 1	10%
Part 2.....	10%
Part 3	10%
Part 4	20%

C. Participation

Students will prepare and interact with the instructor, their section's GTA, and members of their section or small group. The EML Department believes students learn from one another as well as from the instructional team and course materials.

D. Late Assignments

1. The Instructor or GTA will penalize 3 points per calendar day for assignments submitted late, up to 5 days. After that a zero will be assigned. After 5 days, late work may be accepted for extenuating circumstances with Instructor approval.
2. The instructor or GTA will penalize 10 points for attending lectures after the due date.
3. **Students needing additional time to complete course work must petition the Credits Committee for an extension. The petition form is available on CampusNet, and must be submitted before the last day of the semester or session. Student Handbook 1.20.4**

E. Attendance

Students will attend and view the course lecture videos by the posted due date. Students will report their attendance by taking a quiz.

F. Students with Disabilities

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.