CONTACT INFORMATION
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Office Hours: M-F from 9:00 – 4:00 (Call to 616.222.1422 to make an appointment)

COURSE DESCRIPTION
This course develops and serves as an introduction to understanding the nature and mission of educational ministry for the Church. Biblical, theological, historical, and developmental foundations allow students to form a coherent strategy for nurturing the whole faith community.

STUDENT LEARNING OUTCOMES
- To develop and effectively articulate a sound philosophy of education that is distinctively Christian.
- To gain a deeper understanding of the history and nature of educational ministries in the local church.
- To articulate the values of an educational ministry as a means of assisting believers in personal growth and service to the local church.
- To present a cogent understanding of the various socio-cultural factors that shape the educational mission of the church.
- To examine and embrace the strategic role of the laity in the educational mission of the church.

TEXTBOOKS
Required:

Recommended:
ONLINE EDUCATIONAL ASSUMPTIONS

The on-line courses available through Grand Rapids Theological Seminary were designed according to the learning paradigm. This paradigm shifts the focus from teaching to learning and places greater authority and responsibility upon the learner. The role of a course instructor is not primarily to impart their knowledge, but to create valuable learning experiences utilizing diverse resources and educational methods. Success within this paradigm and in on-line learning requires significant student initiative, discipline, and commitment. On-line learning is not for everyone, since it assumes greater levels of student ownership and engagement in the teaching and learning process.

INTERACTIVITY REQUIREMENT

Threaded discussions are a required aspect of all GRTS graduate level on-line courses. Each course will differ in the frequency and nature of interaction. There are two types of on-line interaction: synchronous and asynchronous. Synchronous interaction consists of on-line discussions that occur in real time and at the same time. Asynchronous interactions consist of on-line interaction over an extended, and sometimes defined, period of time.

There are two types of on-line posts: original posts and response posts. Original posts should include the student’s reflections on the theoretical content, meaning, relationships of ideas, and implications of course material. Original posts should be insightful, inquisitive, and reflective in nature. Typically, original posts will be crafted as responses to a set of questions posed by the course instructor, questions designed to foster reflection and discussion. Response posts are offered in reply to the original posts of peers and should seek clarification for deeper understanding and/or extend the level of critical reflection on the topic of discussion.

All on-line interactions should be substantive, succinct, and grammatically accurate. By substantive, we do not mean extended descriptions of personal opinion and personal experience. Nor do we mean comments that lack coherence and critical reflection. By substantive, we mean comments that are reflective and insightful, coherent, theoretically informed, and link theory to practice. By succinct, we mean that on-line posts should be between 120-200 words, unless otherwise defined within the given course. Finally, all posts should be grammatically clean, which requires editing before the post is submitted. The interactivity grade for the course will be determined based on the number of posts as well as the character of the post (i.e., substantive, succinct, and grammatically accurate).
**EVALUATION**

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<td>A</td>
<td>97-100</td>
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<td>88-91</td>
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<td>75-79</td>
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<td>B+</td>
<td>92-94</td>
<td>C+</td>
<td>79-84</td>
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Late Work:
Student work submitted after the posted due date without prior approval from the course facilitator will receive grade reduction according to the following:

- Within the first week after the due date: One full letter grade reduction for the assignment (e.g., "A" will become a "B").
- After the first week but before the end of the second week: Two full letter grade reduction for the assignment (e.g., "A" will become a "C").
- After two weeks beyond the due date: "F" grade for the assignment.

**ASSIGNMENTS**

- Gospel Reflection Paper 20%
- Field Observation Paper 20%
- Parents/Professionals/Pastors Paper 20%
- Philosophy of Education Ministries Paper 20%
- Reading/Online Interaction/Discussion Threads 20%

  **Total** 100%

All assignments are to be turned in through Moodle the course learning management system.

**Gospel Reflection Paper (4-6 Pages) – Due: Week 6**

After reading chapters one through five in Keller spend four to six pages reflecting on the “A Quick Comparison of Religion and the Gospel” chart. Students should work their way through each of the nine rows of the chart and reflect on how their own life and the churches they have attended wrestle with the tension between the two columns. The grading for this assignment will be based on how well the student interacts with the content of Keller and their own personal experiences in the local church.

**Field Observation Paper (3-4 Pages) – Due: Week 9**

Spend at least 3 hours of field observation in the following types of environments (select at least two different types):

- Sunday School Class (not your own)
- Student Ministries Meeting
- Attend a Student Ministries Parent Meeting
- Observing a Christian Education Board Meeting
- Attend a Christian Education Conference
- Visiting a Christian Day Care Center
- Visiting a Christian K-12 School
- Visiting a Christian Camp
Write a three to four page paper that summarizes what you observed (2-3 pages)? Based on the readings for this class (especially Keller and Westerhoff) what recommendations would you have to improve the effectiveness of these educational ministries (1-2 pages)? The grading rubric for this assignment will be based on the following: 1) the quality of the ministry selected and the interview subjects (don’t pick a setting and individuals that are simply the easiest to locate but rather make your selection based on what will yield rich and helpful information); 2) the quality and clarity of writing and the flow of thought (e.g., use of an introduction, thesis, and conclusion); and 3) length of paper (reaching and staying within the assigned length).

**Parent/Professional/Pastor Paper (6-8 Pages) – Due: Week 11**

Interview each of the following groups: Christian parents (just one couple) with children or youth who are involved in a local church; one educational ministry professional (e.g., youth pastor, children’s pastors, etc.); and one senior/lead pastor. Specifically ask the parents what expectations they have of themselves and the local church as it relates to their children. Specifically ask the educational ministry professional what goals they have for their ministry and how they measure effectiveness. Specifically ask the senior/lead pastor how the educational ministry program fits within the larger ministry of the local church. Write a six to eight page paper, which summarizes what you learned from the interviews. Spend one to two pages summarizing what you learned from each interview (consider the generational implications for each group based on Westerhoff) and then spend one to two pages synthesizing and reflecting on what educational ministry elements you liked and disliked (consider the readings/theories of Keller and Westerhoff). The grading rubric for this assignment will be based on the following: 1) the quality of the interview subjects (don’t pick a setting and individuals that are simply the easiest to locate but rather make your selection based on what will yield rich and helpful information); 2) the quality and clarity of writing and the flow of thought (e.g., use of an introduction, thesis, and conclusion); and 3) length of paper (reaching and staying within the assigned length).

**Philosophy of Educational Ministries Paper (6-8 Pages) – Due: Week 12**

Write your personal philosophy of educational ministries in the local church. Begin with core values, vision, and goals (3-4 pages) for educational ministries and conclude with specific means of implementing your ideas (3-4 pages). The paper should contain an introduction, conclusion, and specific headings for each section and sub-sections. The grading rubric for this assignment will be based on the quality and clarity of writing, the flow of thought (e.g., use of an introduction, thesis, and conclusion), the integration of theories and materials from the course readings (especially Keller), and the length of paper (reaching/staying within the assigned length).

**Online Interaction/Discussion Threads – Due: Throughout Semester**

Respond to the following questions in the online threaded discussion forum after completing the assigned reading.

**Due Week 3**

Visit George Barna’s website at [www.barna.org](http://www.barna.org) and read 2-4 of the more recent “Barna Update” articles (you may select from any category). Make an original post summarizing some of the themes presented in one particular article or a key theme that you saw across several of the articles. Provide some critique on the commentary and recommendations made. In order to receive credit your original post must be made sometime between Monday and Wednesday of week three.
Due Week 5
Read chapters 1-5 by Westerhoff and answer the following questions below in the online discussion board. In order to receive credit your original post must be made sometime between Monday and Wednesday of week three.

- How can you bring more of a gospel renewal focus to your existing ministry?
- Why is it necessary to confront and deconstruct both legalism and relativism?
- What “aims” does Westerhoff outline for educational ministries?

Make a response post in the online discussion board to one of your peer’s original posts sometime between Thursday and Saturday during week five.

Due Week 8
Read chapters 14-16 in Keller and answer the question, “Which of the various religious responses to the culture shift described in these chapters (e.g., Religious Right, seeker church, emerging/missional church, etc.) have you been involved with? Did the historical overview in this chapter match your own experience? In order to receive credit your original post must be made sometime between Monday and Wednesday of week eight.

Make a response post in the online discussion board to one of your peer’s original posts sometime between Thursday and Saturday during week eight.

Due Week 10
Read chapters 20-23 in Keller and answer the following question, “Which of the five categories of worship traditions most closely matches your own personal style and recent history? What role does worship play in the educational mission of the church? In order to receive credit your original post must be made sometime between Monday and Wednesday of week ten.

Make a response post in the online discussion board to one of your peer’s original posts sometime between Thursday and Saturday during week ten.
COURSE SCHEDULE
Weeks begin with the first full week of the semester (Monday, January 26). All assignments are due by the end of the week Sunday at 11:59 pm) unless noted otherwise (e.g., posts in threaded discussions).

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<th>Date (Start)</th>
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| **Week 1**  
9/8          | Readings: Read the preface/introduction and review the table of contents of each assigned book for the course  
Assignments: Email me at peter.osborn@cornerstone.edu and include in the email any questions you have about the assignments or activities for the course. If you fully understand everything just let me know you’re all set. Also participate in the introduction discussion for week one. |
| **Week 2**  
9/14         | Readings: Read Chapters 1,2 and 3 in Keller  
Assignments: None |
| **Week 3**  
9/21         | Readings: Read Chapters 4 and 5 in Keller  
Assignments: Online Discussion on Barna |
| **Week 4**  
9/28         | Readings: Read Chapters 6 and 7 in Keller  
Assignments: None |
| **Week 5**  
10/5         | Readings: Read Chapters 1-5 in Westerhoff  
Assignments: Online Discussion on Keller & Westerhoff |
| **Week 6**  
10/12        | Readings: Read Chapters 8-10 in Keller  
Assignments: Gospel Reflection Paper |
| **Week 7**  
10/19        | Readings: Read Chapters 11-13 in Keller  
Assignments: None |
| **Week 8**  
10/26        | Readings: Read Chapters 14-16 in Keller  
Assignments: Online Discussion on Keller |
| **Week 9**  
11/2         | Readings: Read Chapters 17-19 in Keller  
Assignments: Field Observation Paper |
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<th>Week 10</th>
<th>Readings: Read Chapters 20-23 in Keller</th>
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<tr>
<td>11/9</td>
<td>Assignments: Online Discussion on Keller</td>
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<td>Week 11</td>
<td>Readings: Read Chapters 24-27 in Keller</td>
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<td>11/16</td>
<td>Assignments: Parent/Professional/Pastor Paper</td>
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<td>11/23</td>
<td>Break for Thanksgiving</td>
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<tr>
<td>Week 12</td>
<td>Readings: Read Chapters 28-30 in Keller</td>
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<tr>
<td>11/30</td>
<td>Assignments: Philosophy of Educational Ministries Paper</td>
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**OTHER INFORMATION**

**Email Communication** - Email is the official means for communication with every enrolled student. Students are expected to receive and read those communications in a timely fashion. Since the seminary will send official communications to enrolled students by email using their Cornerstone University email addresses (i.e., first.last@cornerstone.edu), students are expected to check their official email addresses on a frequent and consistent basis to remain informed of seminary communications.

Students can access their Cornerstone University email account as follows:

- Go to gmail.cornerstone.edu
- Enter CU username (e.g., n0236522) and password

Students can forward or IMAP their “@cornerstone.edu” email to a preferred address as follows:

- Log into CU email
- Select “Settings” in the upper right hand corner
- Select “Forwarding and POP/IMAP”
- Follow the on-screen instructions

Students are responsible for any consequences resulting from their failure to check their email on a regular basis for official seminary communications.

**Student Course Evaluation** - In the last week of each resident course, all students are expected to complete a course evaluation (IDEA Form). This paper-based assessment form will be distributed and completed in class. In Ministry Residency, Counseling Practicum and Counseling Internships, and for all online courses, student evaluations will be completed within Moodle (see final week of course in Moodle). These assessments provide an opportunity for students to offer feedback to professors on the quality of the learning experience, feedback that informs future offerings of the course. More information about these evaluation processes will be provided late in the given semester.
Papers and Projects
Papers and projects should conform to Turabian/Chicago Manual Style (Bible and Theology courses) or APA Style (Ministry and Counseling courses). Review the entire course syllabus or consult with the course facilitator for the specific requirement for this course. The following link will provide you access to the Turabian/Chicago Manual Style Guide, APA Style Guide, and the GRTS Guidelines for Biblical and Theological Papers and Thesis.

Technology Support
Students experiencing technological difficulty in accessing a course and/or negotiating technological aspects of the course are encouraged to contact the Cornerstone University Informational Technology Center. IT staff can be reached at 616-949-5300 (ext. 1510), http://www.cornerstone.edu/departments/information_systems, or e-mail to technologysupport@cornerstone.edu

Inclusive Language- As noted in the GRTS academic catalog, writing and discussion should reflect the GRTS policy on inclusive language when referring to other people, regardless of their gender, nationality, culture, social class or religion.

Confidentiality and Disclosure- Information shared by a student with a faculty or staff member in individual settings will remain confidential, except under the following conditions:

- There has been serious harm or threat of harm to self or others.
- There is reasonable suspicion of abuse of a child, elder or vulnerable person.
- There is a court order mandating disclosure of information.
- There is a dispute between a student and faculty/staff member and disclosure is necessary for resolution
- The faculty or staff member requests supervisory consultation with CU Administration.

Disability accommodation- The University will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities, and the university does not intend that the standards be altered, nor that the essential elements of programs or courses be changed. Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus.

In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Academic Support should be contacted immediately at (616) 222-1596 or via email at learning.center@cornerstone.edu. Further information about applying for and utilizing accommodations is provided in the Student Handbook and on the university’s website.
Copyright Violation and Plagiarism—Copyright violation and plagiarism have serious ramifications for Cornerstone/GRTS students, both legally and ethically. Unauthorized copying or use of copyrighted materials, including downloaded files of various kinds, can result in criminal charges and fines. Plagiarizing another’s words or ideas (passing them off as your own) can result in loss of grade or failure. For a fuller explanation of these issues or of CU’s copyright policy, see Miller Library’s website (under Library Tools menu)—“Copyright, Fair Use, & Plagiarism”:
http://library.cornerstone.edu/content.php?pid=125720&sid=1079827