
Syllabus for RLED605–Leadership in Religious Education

Instructor:	Jane Thayer, Ph.D.	Semester:	Summer 2007
Office phone:	471-6703 Home: 473-2516	Class schedule:	8:30 to 11:30
Office:	Seminary Hall N-214	Location:	Seminary Hall N-310
Office hours:		Credits:	2, 3 semester hours
E-mail:	thayerja@andrews.edu	Web site:	www.andrews.edu/sem/reled

BULLETIN DESCRIPTION

A survey of the literature of religious education—with a focus on contemporary theoretical approaches to religious education—and an introduction to practical procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school.

REVISED DESCRIPTION An introduction to religious education as it is understood within the Adventist context. Religious education will be explored by considering how the Church has historically passed on the faith and by considering what is needed today to make disciples through the church and the Adventist school and to evaluate religious/spiritual learning.

DESIRED LEARNING OUTCOMES

Knowledge

Upon successfully completing this course, students will:

1. understand religious education's role in the Gospel Commission's mandate to "make disciples";
2. understand a theoretical model for discipling;
3. know selected education terminology (listed in the full syllabus);
4. understand the content and process of passing on the Christian faith as exemplified in 6 historical case studies: NT Church in Acts, Early Church, Protestant Reformation; Roman Catholic Counter-Reformation, Sunday School movement, and early Adventist schooling initiatives;
5. understand the Adventist philosophy of education;
6. understand the scope of religious education in the home, local church, school, and denomination;

Skills

Upon successfully completing the course, students will be able to:

7. distinguish between Christian education and religious education in the Adventist context.;
8. explain the relationship between discipling and religious education in the Adventist context.;
9. recognize the influence of the cultural-economic-political context on religious education;
10. explain the contribution of developmental theories to Christian formation;
11. explain the contribution of transformational theories to Christian formation;
12. articulate a personal vision of discipling within the Adventist context (or other denomination)
13. use assessment tools to evaluate the teaching ministry of a local church;

Attitudes, Values, Commitments

Upon successfully completing the course, students will value:

14. Christ as Savior and Lord—the goal and means of life;
15. religious education as a full partner in the church's task of carrying out the Gospel Commission;
16. the distinctive contributions of the home, church, and school in discipling children and youth;
17. the role of assessment and research in understanding and improving the discipling efforts of the church and school.
18. value Adventist education

RATIONALE

Before we can know how to DO religious education, we must know what religious education IS. Within the Seventh-day Adventist context, the first challenge will be to determine what to call it. In most Protestant denominations, and hence, many literature data bases, “it” is called “Christian education.” But within the SDA context, that term is not available for such use. To SDAs, “Christian education” means our parochial school system.

A second major challenge concerns the scope of religious education. What teaching/learning events belong to the discipline of religious education and where do these take place? Not only must religious educators have a clear understanding of these matters, but they must be able to articulate effectively the realm of religious education to those who control access to it and to those who would benefit from participating in it.

Because an understanding of the teaching ministry of the church is shaped in part by what has occurred in the past, students need to know how the church has responded to challenges confronting the Church in the past as it has attempted to fulfill the teaching mandates of the Gospel.

And because an understanding of the teaching ministry of the church is also shaped by educational philosophy and culture, students need to know basic educational terminology and to study the approaches of professional Christian religious educators in order to understand the strengths and weaknesses of the programs they themselves have experienced and to gain new insights for developing their own informed understanding of what the teaching ministry of the church should and can be.

Whether a religious educator steps into a well developed system of discipling (religious education) in a church or in a school or whether he/she is being asked to develop one, the religious educator will need to know how to evaluate an effective discipling system. For that reason, methods of evaluation will be considered.

PHILOSOPHY

Andrews University approaches education from the holistic perspective of body (*corpus*), mind (*mens*), and spirit (*spiritus*). In a direct way, the religious education program addresses the spiritual dimension of humankind and of education. The University’s mission statement proclaims that “Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.” Transmitting the Christian heritage, developing in individuals a transforming faith in Jesus Christ, and instilling in our students an understanding of vocation as a call to service are central goals of both the religious education program and Andrews University. As an interdisciplinary course, Leadership in Religious Education supports the Theological Seminary’s mission, which is “to educate men and women from around the world to proclaim the everlasting gospel of Jesus Christ in the setting of the three angels’ messages of Revelation 14” and the School of Education’s philosophy, which follows:

We believe that God is the ultimate reality and that he has chosen to reveal himself through his created universe and through his Word. God created human beings in his image and for relationship with him. When they rebelled against him, they entered a state of brokenness that extends to every dimension of life. In his love and mercy God has provided through his son Jesus Christ the means to redeem human beings from their brokenness, to restore in them his image, and to reestablish their relationship with him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in his work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students, through modeling and exhortation.

Accordingly we hold that

- *God calls students to recognize Jesus Christ as Savior and Lord and through his Spirit to use principles of Scripture as a guide in their relationships with others.*
- *God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.*
- *God calls students to live by principles of good health as stewards of his gift of life;*
- *God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world.*

To these ends, we work for the glory of God

RELIGIOUS EDUCATION AND DISCIPLINARY KNOWLEDGE BASES

The mission of the Religious Education programs at Andrews University is to prepare men and women to fulfill the teaching and discipling mandates of the gospel commission.

The religious educator oversees the teaching ministry of the church, working to fulfill that central part of the gospel commission that commands the church to “make disciples . . . and to teach them to obey” (Matt. 28:19-20) and to fulfill the role of the pastor/teacher who is “to prepare God’s people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Eph. 4:12-13).

The discipline of religious education is formed by the intersecting of two major disciplinary knowledge bases: theology and education. Areas of theology that especially contribute to religious education are soteriology, ecclesiology, and spirituality. Within these broad areas, attention is focused on the work of the Trinity in human salvation, the doctrine of sanctification, the nature and mission of the church, and Christian spiritual formation.

The areas of education that especially contribute to religious education are educational philosophy, learning theory, curriculum development, teaching methodologies, and assessment. Because much of the work of the religious educator is done in the nonformal learning setting, the knowledge bases of leadership and management also contribute to religious education. In one sense, the work of the religious educator can be summarized as “changing people and changing institutions.” To accomplish those tasks effectively the religious educator needs to be both a spiritual leader and a manager.

This course has been designed as an introduction to the philosophical foundations, historical precedents, and contemporary expressions of the profession of religious education. Although Seventh-day Adventists have an extensive parochial school system and a network of thousands of churches that emphasize both evangelism and discipleship and although religious education is a discipline and a profession designed to help schools and churches meet their goals, the profession of religious educator or discipling pastor, particularly in the Adventist church setting, is not yet a widely “available concept” in this denomination.

As the foundation to leadership in Christian religious education, this course will begin with an inquiry into the discipline of religious education. What is religious education? We will explore that overarching question by considering the decisions that a religious educator must make to fulfill the teaching mandates of the Gospel Commission. These basic decisions are listed here:

1. What are the goals of discipling (religious education)?

2. What role should Jesus have? (Trinity)
3. Who is qualified to teach?
4. Who are the students?
5. What should we teach?
6. How should we teach?
7. How can we find out if people have learned? (Have our goals been reached?)
8. How should we organize our teaching ministry?

These questions grow out of philosophy. How the church has answered these questions and how the church continues to deal with these questions will be explored by looking at 6 historical case studies (NT Church in Acts, Early Church, Protestant Reformation, Roman Catholic Counter-Reformation, the Sunday School movement, and Early Adventist education initiatives) and by studying contemporary discipling strategies and theories of spiritual development.

REQUIRED READING (Around 400 pages including handouts not listed here)

Eldridge, Daryl. (1995). Evaluating the teaching ministry of a church, 309-324. In *The Teaching Ministry of the Church*. Nashville, TN: Broadman & Holman. (16 pages) (Available on electronic reserve in the JWL.)

General Conference statement on the Philosophy of Education. (2003). (5 pages) On line at <http://circle.adventist.org/download/PhilStat2003.pdf>

Greenleaf, Floyd. (Summer 2006). Has the leopard changed his spots? *Journal of Adventist Education*, pp. 5-14. On line at <http://circle.adventist.org/files/jae/jae200668050510.pdf>

Hull, Bill. (2006). *The complete book of discipleship: On being and making followers of Christ*. Colorado Springs, CO: NavPress. (300 pages)

Knight, George R. (1996). Seventh-day Adventist higher education in the United States. In Jack Seymour and James Carper's *Religious Higher Education in the United States*, 387-402 plus endnotes. New York: Garland. (16 pages) (On electronic reserve)

*White, Ellen. G. (1903/1952). Chapters 1-4, and chapters: "Mental and spiritual culture" and "Science and the Bible." In *Education*. Mountain View, CA: Pacific Press. (30 pages) (Note to doctoral students: If you have not already read the entire book, *Education*, now would be a good time to do that.)

*Any edition can be used.

For students taking the course for 3 credits

Select ONE of the following texts on the history of Christian religious education:

(If you would prefer to read a history book not on this list, get the approval of the instructor before you read it.)

Adventist Heritage Publication. (1978). *School bells & gospel trumpets: A documentary history of Seventh-day Adventist education in North America*. Loma Linda, CA: Adventist Heritage Publications, Loma Linda University Library.

Anthony, M. J., & Benson, W. S. (2003). *Exploring the history and philosophy of Christian education: Principles for the 21st century*. Grand Rapids, MI: Kregel.

Boylan, A. M. 1988. *Sunday School: The formation of an American institution, 1790-1880*. New Haven, CT: Yale University Press.

Eavey, C. B. 1964. *History of Christian education*. Chicago: Moody Press.

Gangel, K., & Benson, W. 1983. *Christian education: Its history and philosophy*. Chicago: Moody Press.

Greenleaf, F. (2005). *In passion for the world: A history of Seventh-day Adventist education*. Nampa, ID: Pacific Press.

Knight, George R. (Ed.). (1983). *Early Adventist educators*. Berrien Springs, MI: Andrews University Press.

Lockerbie, D. B. (1994). *A passion for learning : The history of Christian thought on education*. Chicago : Moody Press.

Lynn, R. W., & Wright, E. 1980. *The big little school: Two hundred years of the Sunday school*, 2d ed. rev. Birmingham, AL: Religious Education Press.

Mayr, M.,(Ed.). (1983). *Modern masters of religious education*. Birmingham, AL: Religious Education Press.

Murphy, Daniel. (1995). *Comenius : A critical reassessment of his life and work*. Portland, OR : Irish Academic Press. (Or another book on Comenius)

Pahl, J. (2000). *Youth ministry in modern America : 1930 to the present*. Peabody, MA: Hendrickson Publishers.

Towns, E. (Ed.). (1975). *A History of religious educators*. Grand Rapids, MI: Baker.

Select ONE of the following books on contemporary discipling

(If you would prefer to read a contemporary discipling book not on this list, get the approval of the instructor before you read it.)

Blackaby, Henry T, & King, Claude V. (1994). *Experiencing God*. Nashville, TN: Broadman & Holman.

Gorman, Julie A. (2002). *Community that is Christian: A handbook on small groups* (2nd ed.). Grand Rapids, MI: Baker.

Jones, Jeffrey D. (2006). *Traveling together: A guide for disciple-forming congregations*. Herndon, VA: The Alban Institute.

Petersen, Jim. (1993). *Lifestyle discipleship: The challenge of following Jesus in today's world*. Colorado Springs, CO: NavPress. (A video accompanies this book.)

Stetzer, Ed, & Putman, David. (2006). *Breaking the missional code: Your church can become a missionary in your community*. Nashville, TN: Broadman & Holman.

Willard, Dallas. (2002). *Renovation of the heart: Putting on the character of Christ*. Colorado Springs, CO: NavPress.

(The following books comprise a trilogy. You will need to read all three to complete this assignment. I recommend reading them in their order of publication.)

All three were written by David C. Benner.

2003. *Surrender to love: Discovering the heart of Christian spirituality*. Downers Grove, IL: InterVarsity.

2004. *The gift of being yourself: The sacred call to self-discovery*. Downers Grove, IL: InterVarsity.

2005. *Desiring God's will: Aligning our hearts with the heart of God*. Downers Grove, IL: InterVarsity.

GRADED ASSIGNMENTS WITH WEIGHTS

	<u>3-credits</u>	<u>2-credits</u>
Written report on historical book on religious education	15	NA*
Written report on contemporary discipling book	15	NA
Paper: A Vision for Discipling	30	30
Final exam	<u>40</u>	<u>40</u>
TOTAL	100	70

*Not applicable

The “weight” refers to the importance of the assignment or exam. “Possible points” will vary.

Grades will be based on the following percentages:

A = 95 + %	B- = 80-82%	D+ = 67-69%
A- = 90-94%	C+ = 77-79%	D = 60-66%
B+ = 87-89%	C = 73-76%	F = Less than 60%
B = 83-86%	C- = 70-72%	

HOW ASSIGNMENT TIME WAS CALCULATED

For each credit earned, the University expects students to spend one hour per week in class and two hours studying. One credit for a semester course would require 15 hours in class and 30 hours of studying. A 3-credit course involves 45 hours in class and 90 outside of class; this 2-credit course requires 45 hours in class and 45 hours out of class. (Instead of the typical 30 hours in class and 60 hours out of class, 2-credit students will spend more time in class and less time working outside of class.) I have estimated that the assignments will fit into this time frame.

OUTCOMES MATCHED TO LEARNING RESOURCES

Desired learning outcome	Learning resources in addition to in-class presentations & discussions
1. Understand religious education’s role in the Gospel Commission’s mandate to “make disciples”	<ul style="list-style-type: none"> • Hull, Chapter 4
2. Understand a theoretical model for discipling	<ul style="list-style-type: none"> • Handout • Hull, Chapters 1, 2
3. Know basic philosophical and educational terminology	<ul style="list-style-type: none"> • Glossary in syllabus
4. Understand the content and process of passing on the Christian faith as exemplified in 6 historical case studies: Church in Acts, Early Church, Protestant Reformation; Roman Catholic Counter-Reformation, Sunday School movement, and early SDA schooling initiatives.	<ul style="list-style-type: none"> • Hull, Chapter 3 • (3-credit students: Your historical book selection)
5. Understand the Adventist philosophy of education	<ul style="list-style-type: none"> • Chapters in EGW’s <i>Education</i> • G. Knight chapter on SDA education • F. Greenleaf’s “Has the Leopard Changed Its Spots?”
6. Understand the scope of religious education in the home, local church, school, and denomination	<ul style="list-style-type: none"> • Hull, Chapters 11, 12 • (3-credit students: Your contemporary book selection)
7. Distinguish between Christian education and religious education in the Adventist context	<ul style="list-style-type: none"> • SDA Philosophy of Education statement
8. Explain the relationship between discipling and religious education in the Adventist context	<ul style="list-style-type: none"> • Hull book • White, <i>Education</i>, selections
9. Recognize the influence of the cultural-economic-political context on religious education	<ul style="list-style-type: none"> • Hull, Chapter 3
10. Explain the contribution of developmental theories to Christian formation	<ul style="list-style-type: none"> • Hull, Chapters 5, 6 •
11. Explain the contribution of transformational theories to Christian formation	<ul style="list-style-type: none"> • Hull, Chapter 7
12. Articulate a personal vision of discipling within the Adventist context (or other denomination)	<ul style="list-style-type: none"> • Hull, Chapters 8, 9, 10 • Hull, Appendix A
13. Use assessment tools to evaluate the teaching ministry of a local church	<ul style="list-style-type: none"> • Hull, Appendix B • Eldridge, Evaluating material
14-17. The value outcomes	<ul style="list-style-type: none"> • All readings and handouts

MISCELLANEOUS INFORMATION

Attendance

Regular and punctual attendance is expected at all classes and other required sessions such as group work or field trips, etc., as stipulated by the course instructor.

The *Andrews University 2005-06 Bulletin* contains the following statement on policies regarding class absences:

Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. (p. 28)

Academic Integrity

Academic integrity is treated seriously at Andrews University.

From the *2007-08 Andrews University Bulletin*:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters (p. 24).

(A list of behaviors that constitute academic dishonesty follows the above statement.)

You should pay particular attention to the matter of plagiarism. The following definition may help you to understand the various forms that plagiarism can take:

Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write. (Barbara G. Davis, *Tools for Teaching*, Jossey-Bass, 1993, p. 300)

When you use the internet for information, you cannot "cut and paste" wording into your own paper unless you are treating these inserts as quotations with quotation marks and appropriate documentation.

Students who have studied in countries where plagiarism is not defined as stated in the above paragraphs should acquaint themselves with academic standards in the United States. If you so desire, the instructor will assist you on an individual basis in understanding what constitutes plagiarism.

All written work turned in to the teacher should be prepared by you alone, unless the teacher has given a specific group project for your small group.

When you report that you have spent a certain number of hours on a project or when you report how many pages you have read, these numbers should be as accurate as humanly possible.

Deadlines for Assignments

Assignments are due at the times given in the Class Schedule section of this syllabus.

Style and Format of Written Work

Written assignments should follow the style of the *Publication Manual of the American Psychological Association* and the format as detailed in the *Andrews University Standards for Written Work*. Please do not enclose written work in plastic binding of any kind. The instructor prefers no folder or binding unless the assignment consists of a variety of shapes or is larger or smaller than the standard 8.5 X 11.

Regarding manuscript matters: Double space your manuscript. Indent paragraphs 6 to 8 spaces; do not double double space between paragraphs. Always do a spell check. Do not right justify your margin. A sample of an appropriate title page for this course can be found at the end of this syllabus. **ALWAYS** keep a copy (preferably an electronic copy) of the work that you submit to the instructor.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Respect for the Building and for Learning

We have the privilege of studying in a beautiful new and functional building. In order for those who come after us to have the same privilege, we are expected to care for the building. I specifically refer to two items: 1) Food is to be eaten only in the Student Commons area; 2) No writing should be done on the desks, walls, or any other building surface.

For the sake of your children and your classmates, please provide appropriate care for your children. Attending class with you is not appropriate.

Changes in This Syllabus

If adjustments or changes are made to this syllabus, students will be notified in class verbally or in written form.

Outline for the Content of RLED605

Because it is usually not obvious to determine from the “class schedule” the logical outline of the content of a course, an outline is provided here. Some items on the outline will be mentioned only in passing because students will have prior knowledge of them. Other items will be dealt with in depth.

Introductory matters

1. What is religious education?
 - A. Defining terms:
 1. Christian education
 2. religious education
 3. youth ministry
 4. discipling
 - B. Defining basic education terminology
 1. Domains of learning
 - cognitive (Bloom’s taxonomy)
 - affective
 - psychomotor or behavioral
 2. Modes of learning
 - formal
 - nonformal
 - socialization
 - C. Mission of the church; fulfilling the mission in today’s Western culture
 - D. Religious educator roles as defined by the Seminary’s Religious Education Programs
 1. Christian apologist
 2. Pastor-teacher
 3. Servant leader
 4. Researcher/evaluator
 5. Maturing Christian
 6. Lifelong scholar
 - E. Scope and organization of the discipline of religious education
 1. Home
 2. Church
 3. School
 4. Denomination
2. What are the basic decisions that educators must make?
 - A. What are the goals of discipling?
 - B. What role should Jesus have? (Or what Scripture passages are foundational?)
 - C. Who is qualified to teach?
 - D. Who are the learners?
 - E. What should we teach?
 - F. How should we teach?
 - G. How can we know if learners have learned? (Have our goals been reached?)
 - H. How should we organize our teaching ministry?

How the church has historically developed disciples of Christ
Case studies: Dealing with the culture

3. What does the New Testament teach us about discipleship?
4. What was discipleship like before and during the time of Jesus?
 - A. Pre-Christian examples of discipleship
 - B. Discipleship during the time of Jesus
 - C. Uniqueness of Jesus' discipleship
5. How has the Christian Church passed on the faith, that is, made disciples from the time of Jesus until the present?
6. How did the Early Church answer the educational questions?
 - A. Experience in Acts
 - B. Catechumenal schools
 - C. Catechetical schools
7. What really happened to the faith during the Middle Ages?
8. How did the Protestant Reformers deal with the educational questions and what was the Roman Catholic response?
 - A. Luther
 - B. Ignatius Loyola
9. How did the church respond to the Industrial Revolution in terms of its teaching strategies?
 - A. The Sunday School Movement
 - B. John Wesley
 - C. The early Adventist choice: Where will the emphasis be? Church or school?
 - D. Status of today's Sunday School/Sabbath School

A model for discipling today

10. Will this model be able to function within Adventist theology and organization?
 - A. Goal of discipling
 - B. "Processes of Discipling" model
 - C. Foundations of the above model
 - D. Development of the model
 - E. Applications of the model
11. What role does development play in discipling?
 - A. Effect of environment on growth
 - B. Stages of spiritual growth or maturity in Christ
 1. Biblical teachings
 2. Kohlberg—moral development; and Fowler—faith development
 3. Erikson—social & emotional development of the ego; Marcia—states of adolescent identity
 4. Perry—intellectual and ethical development

12. What role does transformation play in discipling?
- A. Role of the Holy Spirit
 - B. Role of the spiritual disciplines
 - C. Attempting to understand spiritual transformation
 - 1. Kolb
 - 2. Loder

Discipling in the Adventist school

13. How did the Adventist school system develop?
- A. What was the struggle over educational philosophy?
 - 1. Cultural context
 - 2. Early attempts
 - 3. The turning point
 - B. What is the philosophy of Adventist education?
 - 1. The “blue print”
 - 2. The philosophy of Adventist education and its changing context
 - 3. Role of the religious educator or youth pastor in supporting Adventist schools/education
 - 4. Evaluating the school’s discipling efforts.

Discipling in the local church

14. How intentional are Adventist churches in discipling members?
- A. Assimilation and retention of new members
 - B. Lifelong learning of all members
15. What structures or strategies are available for discipling within the local church?
- A. Personal approaches
 - B. The small groups model
 - C. The congregation
 - 1. Competencies model
 - 2. Missional model
 - 3. Neighborhood model
 - 4. Worldview model
 - 5. Lecture-lab model
 - 6. “Best of” model
 - D. Evaluating a church’s discipling efforts

CLASS SCHEDULE

Day	Topic/Outline	Related Readings	Assignments Due
June 11 Day 1 Monday	<ul style="list-style-type: none"> • What is religious education? • What is the relationship between religious education and youth ministry? • What are the roles of a religious educator? • What are the basic decisions a religious educator must make? 	Hull, 15-21	<ul style="list-style-type: none"> • Be reading assigned reading & selected book during these early days. • Oral book presentations will be given at various times, not listed yet
June 12 Day 2 Tuesday	<ul style="list-style-type: none"> • New Testament's teaching on discipleship • Discipleship before & during time of Jesus • Experience in Acts: Discipleship after Jesus 	Hull, 23-72	
June 13 Day 3 Wednesday	<ul style="list-style-type: none"> • Catechumenal schools • Catechetical schools 		
June 14 Day 4 Thursday	<ul style="list-style-type: none"> • Transmitting faith during the Middle Ages • Protestant Reformers: Luther • Counter-Reformation: Ignatius Loyola 	Hull, 73-111	
June 15 Day 5 Friday	<ul style="list-style-type: none"> • Sunday School movement • John Wesley • Early Adventist choice: Church or School? • Current status & future of SS 		
June 18 Day 6 Monday	<ul style="list-style-type: none"> • "Processes of Discipling" model • Effect of environment on growth • Biblical teachings on growth 	Hull, 113-152 Hull, 153-162	
June 19 Day 7 Tuesday	<ul style="list-style-type: none"> • Structural developmentalists: Kohlberg—moral development Fowler—faith development Parks—young adult faith development 	Hull, 163-186	
June 20 Day 8 Wednesday	<ul style="list-style-type: none"> • Identity acquisition Erikson—social-emotional development of the ego Marcia—identity states of adolescents • Perry—intellectual & ethical development of college students 		
June 21 Day 9 Thursday	Role of transformation in discipling <ul style="list-style-type: none"> • Kolb—experiential learning theory • Loder—transforming moment • Role of the Holy Spirit • Role of the spiritual disciplines 	Hull, 187-207	
June 25 Day 10 Monday	<ul style="list-style-type: none"> • Discipling in the Adventist school • Development of the Adventist school system & its philosophy 	Knight White, Education, Chapters 1-4	Written book review due. (Oral reports will be given before and after this date.)
June 26 Day 11 Tuesday	<ul style="list-style-type: none"> • Adventist philosophy of education in the changing culture. • Adventist education in various cultures 	GC Statement on Ed Philos Article that Glynis gave	
June 27 Day 12 Wednesday	<ul style="list-style-type: none"> • Role of the pastor, youth pastor, rel educator in supporting Adventist schools • Guest presenter 		

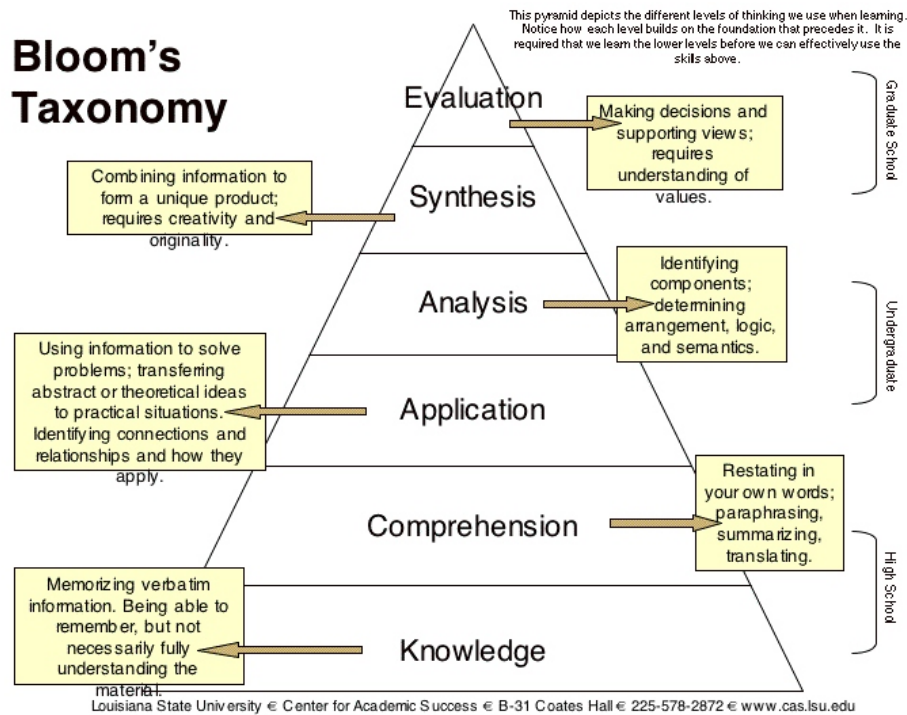
Day	Topic/Outline	Related Readings	Assignments Due
June 28 Day 13 Thursday	<ul style="list-style-type: none"> • Discipling in the local church • Evaluating discipling/teaching in the local church • Personal approaches • Small groups system 	Hull, 209-250; 309-311	
July 2 Day 14 Monday	<ul style="list-style-type: none"> • Building congregational life around discipling • Models as case studies 	Hull, 251-307	Paper: My Vision for Discipling
July 3 Day 15	<ul style="list-style-type: none"> • Final exam 		Final Exam

EDUCATIONAL TERMS

The following list contains most of the educational terms you will need to know. Others will be added throughout the course.

Christian education
 religious education
 education
 schooling
 domains of learning
 cognitive
 psychomotor
 affective
 structural developmentalism
 transformational learning

modes of learning
 formal
 nonformal
 socialization
 Bloom's taxonomy of cognitive skills
 Maslow's hierarchy of needs



Growth or being needs:
These grow stronger when fulfilled.

Deficiency or maintenance needs:
These grow stronger when denied



JOURNALS RELEVANT TO RELIGIOUS EDUCATION

Here are listed journals that publish research articles which often have relevance to religious education. Some are focused on research more than others.

General List

Christian Education Journal
Religious Education
Journal of Research on Christian Education
Journal of Psychology and Theology
Journal of Psychology and Christianity
Journal for the Scientific Study of Religion

Examples of Specialized Journals

Journal of Marriage and Family
Family Relations
(Find the journals for your specialty.)

INSTRUCTIONS FOR THE ASSIGNMENTS

How to write a book review

To be provided later

How to write a vision for discipling

To be given in class.