



## **CEDF 5100 Christian Education and Formation in the Church**

North Park Theological Seminary

January 8-12, 2024; M-Th 9am-4pm, F 9am-1pm

3 credit hours

**INSTRUCTOR:** Rev. Dr. Sara Heacox Sosa

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Office Hours: by request

### **COURSE DESCRIPTION**

CEDF 5100 Christian Education and Formation in the Church (3SH). This course will introduce the tensions and dimensions of historical, theological, and pedagogical foundations of Christian Formation. Time will be given to discussing leadership concerns as pastors of Christian Formation. Students will be encouraged to engage the material realizing other courses will pursue the topics in more detail. This course will facilitate a broad awareness of Christian formation in the Church.

### **COURSE OBJECTIVES**

**Students will be able to:**

1. Summarize factual knowledge including historical, theological, and pedagogical foundations of Christian education and formation by discussing their reading with groups, writing reading reflection papers, and presenting to the class. (Bloom – 2)
2. Explain the fundamental principles, generalizations, and theories of Christian education and formation by writing and outlining their learning in reflection papers. (Bloom – 4)
3. Synthesize educational, organizational, and spiritual models and theories of Christian education and formation by designing an integrative project for the student's ministry context. (Bloom – 6)

### **Learning Outcomes**

1. Evaluate models and theories of Christian education and formation in the student's ministry practice by proposing enhanced strategies. (Bloom – 5)
2. Apply specific skills, competencies, and points of view needed by professionals in the Christian ministry field by illustrating how students will employ them in their ministry contexts. (Bloom – 3)

### **REQUIRED TEXTS**

1. Larson, Mimi L. and Robert J. Keeley, eds. *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry, and Discipleship*, Zondervan, 2020.
2. Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. Harper Collins, 1981.



3. Cardoza, Freddy, ed. *Christian Education: A Guide to the Foundations of Ministry*, Baker Academic, 2019.
4. Miller, Lisa. *The Spiritual Child: The New Science on Parenting for Health and Lifelong Thriving*, St. Martin's Press, 2015.
5. Lowe, Stephen D. and Mary E. *Ecologies of Faith in a Digital Age: Spiritual Growth through Online Education*, InterVarsity Press, 2018.

Smith, Christian and Amy Adamczyk, eds. *Handing Down the Faith: How Parents Pass Their Religion to the Next Generation*, Oxford University Press, 2021. **(Selected chapters posted on Canvas, you do not need to buy this book)**

## **ASSESSMENTS AND GRADING SCALE**

### **Course Assignments**

1. Participation (Attendance, Class Discussion): 40 points
2. Pre-course Reading Reflections\*: 10 points each; 60 points total
3. In-Class Presentation: 20 points
4. Reflection Papers: 40 points each; 80 points total
5. Final Integration Project: 100 points

**\*NOTE – please complete reading and pre-course reading reflections prior to the beginning of class. See course schedule below.**

### **Grading**

Letter grades will be assigned according to the scale printed in the Seminary Catalogue, p. 18 as follows:

Superior work (A = 95–100; A- = 93–94)  
Above average (B+ = 91-92; B = 88-90; B- = 86-87)  
Average (C+ = 84-85; C = 80-83; C – = 78-79)  
Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)  
Failure (69 and below)

## **ADDITIONAL COURSE GUIDELINES**

**1. Attendance.** Class attendance on all five (5) days is required. Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to class and attending class demonstrates such characteristics for effective ministry leaders. Not being present in class, or being tardy to class will affect your grade for the course.

### **2. Assessment Submission**

- All paper submissions should be submitted on Canvas by 11:59PM on the date indicated in the syllabus.
- Work submitted late without prior arrangement will receive a grade reduction of 5% per day. Work submitted over two weeks late will not receive a grade.

**3. Communication.** Please email me with any questions or concerns, and I will respond within 24 hours, M-F. Before emailing with a question, be sure the answer is not contained in the course syllabus or on Canvas.

### **ACADEMIC HONESTY**

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Use of ChatGPT or other AI composition software to impersonate individual assignments.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–26.

### **ACCOMMODATIONS**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

### **TITLE IX**

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu) to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or [counseling@northpark.edu](mailto:counseling@northpark.edu).

Please refer to North Park’s [Safe Community](#) site for reporting, contact information, and further details.

### **INCOMPLETE GRADES**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request.

Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).



**COURSE SCHEDULE** (still in development)

SCHEDULE AND TOPICS COVERED	ACTIVITIES	HOMEWORK FOR NEXT CLASS SESSION
<b>Pre-Course</b>		*All required reading completed before class on 1/8/2024 *Reading Reflection(s) due 1/8/2024
<b>Mon, Jan 8: Cardoza</b> *Introduction, Review of Syllabus, Coursework and Course Objectives *Educational Foundations *Educational Theory	*Class introduction *Syllabus overview *Discussion on course reading and assignments *In-class presentation options and sign-up	*Prepare for in-class presentations *Decide which integrative project you will do
<b>Tue, Jan 9: Fowler/Smith</b> *Ages and Stages *Six Stages of Faith Development *Sociological Shifts Affecting Faith Development	*Development Matrix *Fowler Exercise *In-class presentations	*Prepare for in-class presentations *Prepare proposal for integrative project
<b>Wed, Jan 10: Cardoza</b> *Educational Administration *Educational Ministries *Educational Specializations	*Ministry Lab (All In) *In-class presentations	*Prepare for in-class presentations *Proposals for integrative project due today *Reflection Paper #1
<b>Thur, Jan 11: Miller/Larson</b> *Biology and Spirituality *Children’s Spiritual Formation *The Role of Family *Diversity & Inclusion	*Discussion groups *Guest Speaker *In-class presentations	*Prepare for in-class presentations *Reflection Paper #1 due today
<b>Fri, Jan 12: Lowe</b> *Faith in a Digital Age *Follow-Up/Catch-Up *Q&A	*In-class presentations *Integrative project overview *Debrief	*Integrative Project *Reflection Paper #2
<b>Post-Course</b>		*Reflection Paper #2 due 1/15/2024 *Integrative Project due 1/31/2024 *Response posts due 2/7/2024

## ASSIGNMENT DETAILS

**Pre-Course Readings:** Students will read all course materials prior to the first day of class. Then using the Reading Report link in Canvas, fill out one Reading Report for each book (6 reports total). Your goal in filling out the reading reports is to convince the professor that you read each book in its entirety. Think broad themes. Use quotes to support your observations (internal citations with page numbers are fine. Ex: (Smith, p 86)).

**In-Class Presentations:** Students will read/listen to one of the suggested articles/podcasts (list provided the first day of class). They will then have an opportunity to share the main takeaways from their article/podcast with the rest of the class during the week we meet (days/times for presentations will be assigned on the first day of class).

**Reflection Papers:** Students will write two reflection papers that synthesize the pre-course reading and in-class teaching and discussions. The first paper will cover class content from M-W and is due **January 11**. The second paper will cover class content from Th-F and is due **January 15**. Papers need to be a minimum of 1000 words and should include direct references/quotes to course material.

**Integrative Project:** Students will choose one of the project prompts below and develop a project that demonstrates the learning from the class. A project proposal (see below for details) is due January 10. Students will post their completed projects in Canvas. **Final project due January 31.**

### Choose a Project Option:

- **Create a 4-session class/bible study** on ONE of the themes from the course: history of Christian Formation; theology of Christian Formation; pedagogy of Christian Formation; or the sociological impacts on Christian Formation. Record yourself (audio or video) delivering your lesson with the age group of your choice. Save your audio as an MP3 file or video as an MP4 file and post in Canvas, along with the lesson plans for each session. You could also set up a time with the professor to present your project live instead of submitting a recording. **NOTE:** Since this option requires coordination with other ministry calendars, if you need an extension on the January 31 due date, please contact the professor before the last day of class.
- **Prepare and deliver a 25-minute sermon/message/presentation** that incorporates TWO of the four themes covered in class: history of Christian Formation; theology of Christian Formation; pedagogy of Christian Formation; or the sociological impacts on Christian Formation. Post to Canvas a video recording of yourself delivering your project and include your sermon notes, outline, and/or presentation slides. **NOTE:** Since this option requires coordination with other ministry calendars, if you need an extension on the January 31 due date, please contact the professor before the last day of class.
- **Write a traditional integrative paper** that demonstrates your learning in all FOUR areas of emphasis for this class: history of Christian Formation; theology of



Christian Formation; pedagogy of Christian Formation; or the sociological impacts on Christian Formation. Be sure to use quotes from the course materials to support your writing. (minimum 2500 words)

**Write a one-page project proposal that includes the following: (Due January 10)**

- Your choice of project.
- Resources you will use (digital, written, human)
- How you plan to submit your final project (written, audio, video, live with the course instructor, a combination of the above)
- Timeline for completing the project.

**Rubrics for all assignments will be posted in Canvas.**