



Adult Education in the Church, CEDF 6232

North Park Theological Seminary

Summer 2024, asynchronous

May 20-July 12, 2024

3 credit hours

INSTRUCTOR INFORMATION

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note: I do not check voicemail on my cellphone, nor do I pick up if I am at my chaplaincy job. So please send an email or a text if I do not answer and I will return your call. I check my email at the latest at 8:00 pm.

COURSE DESCRIPTION

Drawing on biblical and theological foundations, current needs, research in andragogy, and effective models of ministry, a framework for ministry to and with adults will be developed. Certain groups will receive special attention, including opportunities and challenges for single adults (including divorced and widowed), older adults, and men and women.

COURSE OBJECTIVES

By completing this course student will be able to:

1. (I) Identify current practices and challenges in adult education in student's ministry context.
2. (V) Propose implications for ministry development with adults that reflect key issues in lifespan development.
3. (VI) Recommend and defend decisions about designs for learning from an understanding of the nature of adult learning.
4. (II) Illustrate understanding of adult Christian education to include not only religious instruction but also the approaches of spiritual formation, community of faith and transformative living.
5. (III) Practice ways to improve commonly used teaching methods such as lecture, discussion, small groups and projects.
6. (II) Discuss attributes of specific populations of adults in the church including single adults (never married, divorced and widowed), young adults, older adults, men, women.
7. (V) Design a year of Christian education for one specific adult population in the student's ministry context which reflects attributes of that population and best practices.

THIS COURSE CONTRIBUTES TOWARD THE FOLLOWING MACF LEARNING OUTCOMES:

- Interpret Scripture with historical and theological integrity in relation to Christian formation.
- Convey the Christian tradition for appropriation in the life and mission of the Church.
- Articulate the significance for ministry of educational, organizational, and spiritual models and theories of Christian formation.
- Demonstrate a theologically grounded ministerial identity and growing capacity to integrate it with the ministry of Christian formation.
- Engage diversity and exhibit growth towards intercultural competence for ministry reflective of God's global redemptive work.

REQUIRED TEXTS

As an online class, some of the reading is embedded in the modules. Other input comes from PowerPoint presentations. A third source is embedded YouTube clips. You are responsible for the content of all. As you progress through the modules you will also be directed to read:

Three books: (purchase used or new)

Bracke, John and Karen Tye. *Teaching the Bible in the Church*. St Louis, MO: Chalice Press, 2003.
Goetz, David L. *Death by Suburb: How to Keep the Suburbs from Killing Your Soul*, Harper One, 2006

Streaty Wimberly, Ann and Evelyn Parker eds. *In Search of Wisdom: Faith Formation in the Black Church*. Nashville: Abingdon, 2002.

one book from this list (or another with instructor approval): (purchase used or new)

Blair, Christine Eaton. *The Art of Teaching the Bible: a practical guide for adults*. Geneva Press, 2001.

Bruce, Barbara. *Our Spiritual Brain: Integrating Brain Research and Faith Development*. Nashville: Abingdon Press, 2002.

Bruce, Barbara. *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith*. Nashville: Abingdon Press, 2000.

Bruce, Barbara. *Triangular Teaching: a New Way of Teaching the Bible to Adults*. Nashville: Abingdon, 2007.

Hawkins, Thomas R. *Loving God with All Your Mind*. Nashville: Discipleship Resources. 2004.

Snodgrass, Klyne. *Between Two Truths: Living with Biblical Tensions*. Grand Rapids: Zondervan, 1990.

Read enough on the ministry needs of one of the less-resourced groups of adults in the church (i.e. single adults (including divorced and widowed), older adults, and men and women to

understand them well. You will be asked to design your final project around this group, so 200 pages is a lower limit. Some suggestions of sources:

single adults (never married, divorced and widowed),

Franck, Dennis. *Reaching Single Adults: An Essential Guide for Ministry*. Grand Rapids, Mich.: Baker Books, 2007.

Dalton, Gina. *One By One: Welcoming the Singles in Your Church*. Grand Rapids, Michigan: Baker Books, 2017.

older adults

(on the ECC website these resources are filed under “crescendo”. There is a nice list of books under the resource menu)

<https://covchurch.org/make-and-deepen-disciples/crescendo/resources/>

Manfred Diehl, PhD speaking on “Modifiability of Middle Age and Older Adults’ View of Aging”
https://youtu.be/gDO_wyADWa4

MacKinlay, Elizabeth, James W. Ellor, and Stephen K. Pickard. *Aging, Spirituality, and Pastoral Care: A Multi-national Perspective*. New York: Haworth Pastoral Press, 2001.

men

Murrow, David. *Why Men Hate Going to Church*. Nashville: Nelson Books, 2005.

Morley, Patrick M., and Phil Downer. *Effective Men's Ministry: The Indispensable Toolkit for Your Church*. Grand Rapids, Mich.: Zondervan, 2001.

London, H. B., Jr. “Cultivating a Man-Friendly Church” in Grudem, Wayne A., and Dennis Rainey. *Pastoral Leadership for Manhood and Womanhood*. Wheaton, Ill.: Crossway Books, 2002.

women

Belenky, Mary Field and Blythe McVicker Clinchy, et al. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. Basic Books, 1997. ISBN: 0-465-090990-0

Porter, Carol, and Mike Hamel. *Women's Ministry Handbook*. Wheaton, Ill.: Victor Books, 1992.

ASSESSMENTS

Details of assignments and rubrics are in course shell

Assessment 1: Identify Current Practices and Challenges (38 points)

Assessment 2: Learning as You Yourself (10 points)

Assessment 3: The Impact of Adult Development on Ministry (51 points)

Assessment 4: Andragogy and Transformative Learning (23 points)

Assessment 5: Compare two Teaching Approaches (63 points)



Assessment 6: Teaching the Bible as Religious Instruction (33 points)
Assessment 7: Best Practices in Christian Education Curriculum Development (33 points)
Assessment 8: Teaching Approaches (23 points)
Assessment 9: Specific Populations of Adults (33 points)
Assessment 10: Final Project (83 points)
Evaluate the instructor (10 points throughout course)
Graded Discussions: (20 points)

GRADING SCALE Grade scale, following the scale printed in the [Seminary Academic Catalog](#), p. 21.

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

Specific grading rubrics for assignments will be provided in class.

ADDITIONAL COURSE GUIDELINES

Written assignments should adhere to guidelines, including the inclusive language policy found in the [Student Writing Handbook](#).

Late work will be reduced in grade by 10% per day. In case of an emergency the instructor may, at her discretion make an exception but it is the student's responsibility to communicate the reason for the emergency.

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 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.

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](#).