

**CEDF 5100  
Christian Education and Formation  
in the Church (3 SH)  
Spring 2025**



**NORTH PARK  
THEOLOGICAL SEMINARY**

**Instructor:** Carolyn Poterek  
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**Class Days/Times:** T 7:30-9  
**Room:** Nyvall 004 - Hyflex

**Course Catalog Description**

CEDF 5100 Christian Education and Formation in the Church (3 sh). 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.

**Required Course Texts**

1. Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey – Bass, 1998.
2. Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. Harper Collins, 1981.
3. Everist, Norma Cook. *The Church as Learning Community: A Comprehensive Guide to Christian Education*. Abingdon Press, 2002
4. Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Jossey-Bass, 2002.
5. Cardoza, Freddy, ed. *Christian Education: A Guide to the Foundations of Ministry*, Baker Academic, 2019.
6. A sixth required book for this course is one of your choice. Choose a book you've been hoping to read that will help you in the area of your greatest need or interest as a ministry leader that explores methods of teaching, learning, and/or formation.

**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 on a test and in reflection papers. (Bloom – 4)
3. Synthesize educational, organizational, and spiritual models and theories of Christian education and formation by designing an integrative plan for a year of Christian formation in the student's ministry context. (Bloom – 6)

### **Course 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)

### **Course Assignments**

1. Reading reflection papers – 20 points each
2. Discussion posts on models and theories from reading and course discussion – 10 points each
3. Participation & attendance – 28 points
4. Presentations – 30 points
5. Open note/book exam – 50 points
6. Fieldtrip reflection paper – 25 points
7. Final integration project – 75 points total

### **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)

## Proposed Schedule

<u>Schedule and Topics Covered</u>	<u>Activities</u>	<u>Homework for next class session</u>
<b>Pre-Course</b>	No Activities.	Purchase course texts Begin Reading Parker Palmer
<b>January 14</b> *Introduction, Review of Syllabus, Coursework and Course Objectives	*Share introduction information *Making metaphors exercise *Discussion on course reading	*Finish reading Parker Palmer *Palmer discussion post
<b>January 21</b> <b>No class</b>	Enjoy the Midwinter Conference for those attending.	*Midwinter CEFD reflection paper for those attending, all other students will have a different reflection paper during the semester.
<b>January 28</b> *The ministry teaching role *What does effective teaching and formation look like in the church?	*KWL *Leading and teaching	*Palmer reading reflection paper
<b>February 4</b>	*Introduce Fowler text	*Finish reading Fowler text
<b>February 11</b> *Ministry with different ages and stages, what is the difference?	*Stages of faith	*Fowler discussion post
<b>February 18</b> *Ministry with different ages and stages, what is the difference?	*Fishbowl exercise *Fowler group presentation	*Fowler reading reflection paper
<b>February 25</b> *History, theology of Christian pedagogy, education and formation in the church.	*Introduce Cardoza	*Read select sections of Cardoza * Cardoza discussion post
<b>March 4</b> *History, theology of Christian pedagogy, education and formation in the church.	*Breaking Cardoza down *Cardoza group presentation	* Cardoza reading reflection paper
<b>March 11</b>	No class, NPTS Spring Break	
<b>March 18</b> *What is curriculum?	*Introduce Cook Everist	*Finish reading Cook Everist * Cook Everist discussion post

*Why do you think a lesson/series will work?		
<b>March 25</b> *What is curriculum? *Why do you think a lesson/series will work?	Jigsaw Cook Everist *Cook Everist group presentation	*Cook Everist reading reflection paper
<b>April 1</b> *Teaching, learning, and formation discussion *Integration Activities	*Introduce Vela * Final project overview	*Finish reading Vela * Vela discussion post
<b>April 8</b> *Teaching, learning, and formation discussion *Integration Activities	*Experiencing Vela dialogue in CEDF *Vela group presentation	*Vela reflection paper *Fieldtrip
<b>April 15</b> <b>No “formal” class</b>	*Fieldtrip *Open note/book essay exam	*Field trip reflection paper *Bring “choice book” to class on 4/25
<b>April 22</b> *Ministry context matters *Integrating theories, models, practice, and strategies	*Fieldtrip debrief *Choice ministry book “show and share” *Cooperative learning sharing – domains of learning	*Work on final project
<b>April 29</b> *Integrating theories, models, practice, and strategies *Strategic Christian formation	*Cooperative Learning and Sharing *Final project overview *Debrief	*Work on final project
<b>May 6</b>		*Final project due (no late projects will be graded)

## **Additional Course Guidelines**

### **Assessment Submission**

Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to turn in assignments is a responsibility of effective ministry leaders. Therefore, it is expected that all student work be turned in at the appropriate due dates. All paper submissions should be submitted on Canvas by 11:59PM CST on the date indicated in the syllabus. Work submitted late without prior arrangement will receive a grade reduction of 10% per day. Work submitted over ten days late will not receive a grade.

**Communication.** Please email me with any questions or concerns.

<sup>1</sup>In hyflex classrooms, our learning community combines in-person students and students joining the classroom by Zoom. Toward cultivating a respectful, accessible environment for mutual learning, we commit to the following:

- All students are expected to come prepared for active, informed participation.
- Students attending virtually: Think of your physical space as an extension of the classroom. Ensure that you are in a private, stable location that is free of visual and audio distractions. It's important that we all respect the integrity of classroom discussion. (For this same reason, please do not record class sessions or take screenshots without permission.) Please keep your camera and microphone on through the class session. Consider purchasing a microphone/headset to improve the quality of your sound. (Attendance in class assumes that you are present in this way.)
- Students attending in person: Remember that the class and classroom extend to colleagues attending virtually; it's important to remain visible as well. Please engage the full learning community. Registering for the campus section entails a commitment to joining the class in person. If you are too sick to come in person, or if you have an unavoidable scheduling conflict, please use one of your excused absences for the semester rather than joining by Zoom.

**Attendance<sup>2</sup>:** Class attendance 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

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<sup>1</sup> Shared guidelines for hyflex courses.

<sup>2</sup> Recommended shared attendance policy.

the course. Only two class sessions can be missed without penalty to your final grade; five absences will result in failure.

### **ACADEMIC HONESTY<sup>3</sup>**

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.

### **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 & EQUITY**

In accordance with Title IX, North Park employees who become aware of any incident of discrimination, harassment or retaliation based on sex, gender, including pregnancy or related medical conditions, and other protected classes are required by law to notify North Park University's Title IX & Equity Team by submitting a report [here](#). The Title IX Coordinator will respond and manage

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<sup>3</sup> Institutional policies. Syllabus includes standard text for policies on academic honesty, accommodations, and Title IX.

concerns about students. The Senior Director of Human Resources and Deputy Title IX Coordinator will respond and manage concerns about employees. More information can be obtained here: [NPU's Discrimination and Harassment Policy](#).

### **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 the Seminary Academic Catalog.

### **Cell Phone/Laptop Policy**

Students are required to turn off all cell phones before the start of class. If you are expecting an emergency call, please see your instructor prior to the start of class. Laptops are to be used in class for classwork only.

### **Social Media Policy**

While North Park University encourages the use of social media, all users should remember that social media tools are a powerful form of communication that can have a significant impact on organization professional, and individual reputations. Lines between personal and professional content and between public and private content, are often blurred. Whether participating on behalf of the University, a University related group, or personally, all users must follow the same behavioral standards online as they would in face-to-face or one-on-one interactions. Remember that the internet is not anonymous, nor does it forget. The full text of the NPU policy can be found at: <https://our.northpark.edu/FO/HR%20Wiki/Full-Time%20Faculty%20and%2025%Staff/Handbooks%20and%20Training.aspx>