



## **CEAD 6370 Strategic Church Development through the Sunday School**

Red Carpet Week Workshop  
New Orleans Baptist Theological Seminary  
Christian Education Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of the Course**

The purpose of this course is to familiarize students with the programs, resources, and organizational structures and process of strategic planning of a Sunday School ministry a local church.

### **Core Value Focus**

1. *Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.
2. *Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.
3. *Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
4. *Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.
5. *Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2014-2015 academic year that Core Value is *Spiritual Vitality*.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders within the local church.

2. *Servant Leadership*: Determine how the Senior Pastor, staff members, and lay leaders can serve one another while still providing the appropriate leadership required.
3. *Spiritual and Character Formation*: As a leadership team intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

### **Course Description**

This course focuses on the delivery of Christian education in a local church context to foster strategic church development utilizing the Sunday school. Both traditional and contemporary Christian education methods for all age groups will be examined.

### **Student Learning Outcomes**

This course is designed to introduce students to the basic principles, procedures, guidelines, and available resources for conducting the ongoing administration of Christian Education in the local church. The student involved in this process should be able to accomplish the following:

1. Understand the relationships and essential operations in the administration and management of the Sunday school ministries of the local church.
2. Identify from Scripture biblical concepts for administration of the Sunday school in the local church, and analyze these administrative practices in terms of a biblical worldview.
3. Value the similarities and differences between leadership, management, and administration.
4. Students will demonstrate administrative principles and practices to the planning, organizing, leading and evaluating the Sunday school ministries of the local church.

### **Required Readings**

The following text and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

#### **Required Texts**

Mancini, Will. *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement*. San Francisco: Jossey-Bass, 2008.

Parr, Steve. ed. *Sunday School That Really Excels: Real Life Examples of Churches with Healthy Sunday Schools*. Grand Rapids: Kregel, 2013.

Taylor, Allan. *Sunday School in HD*. With a forward by Thom S. Rainer. Nashville, TN: Broadman & Holman Press, 2009.

### **Course Teaching Methodology**

This course will utilize a lecture and interactive discovery-learning format via online learning environment.

## Course Policies

### **Late Assignments**

Personal time management is as much a requisite skill for ministry as is mastery of the course content. Accordingly, assignments are due *in the Blackboard course assignment section by 11:59 pm* on the date indicated in the Course Schedule. Assignments not submitted *at this time* are considered late and will be automatically penalized 10% for each date late including weekends. Late assignments will not be accepted one week beyond the original due date, *no exceptions. **No grades of Incomplete will be issued for this course. If a late assignment is not received by the final course session, a grade of "F" is automatically earned for the course.***

### **Grading Scale**

Your final grade will be based on your total accumulation of points as indicated under the *Learning Activities and Assessments* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100      B 85-92      C 77-84      D 70-76      F 69 and below

A grade of "F" may require the student to retake the course to complete the degree.

**No grades of INCOMPLETE will be issued in this course.**

### Assignments and Evaluation Criteria

**All assignments** should be submitted on time via blackboard for this course. In the blackboard shell, click the "Upload Assignments" link to upload your work. Please note that every assignment that is uploaded is time stamped with the date and time of the upload.

### **Critical Reflection Paper – 30 pts (May 27<sup>th</sup>)**

Create a clear and concise 8-page critical reflection paper (body) on a leadership or management necessity related to the Sunday School of the local church ministry. The paper will consist of a synthesis and analysis of the pertinent literature as well as a proposal for the integration of concepts to this specific local church ministry context. *(Always begin a paper with the **theological basis** before entering into the philosophical concerns.)* Students should use a minimum of eight sources for this assignment. The paper should be written using Turabian formatting. Pay close attention to the formatting! A grading rubric is found in the online blackboard shell. The following are reflection papers to choose from:

- The Purpose and Mission of a Growing Sunday School
- How to Hire and Fire Sunday School Teachers
- How to Recruit New Teachers for Every Age Group in the Church
- Creating and Communicating Expectations and Job Descriptions for Teacher and Leaders of Sunday School
- How to Assimilate People from the Community into the Sunday School
- Choosing the Best Curriculum for Age-Graded Sunday Schools
- Creating and Training a Staff Team that Leads Sunday School
- Creating a Church-wide Space Plan for Sunday School Growth

- The Model Sunday School Teacher
- The Sunday School Pastor's Leadership Attributes
- Principles and Methods of Missional Sunday School Classes
- Planning an Annual Sunday School Training Event

\*This assignment will be presented in class by all students on Wednesday, May 27<sup>th</sup>. Students should be prepared to provide all students a **listening guide** and present your findings to the class in Microsoft PowerPoint. Topics for this assignment should be emailed to Dr. Stewart upon registering for the course for final approval.

### **Assignment Formatting**

- Turabian format
- All papers must be written in third person and double-spaced
- Use 12 point Times New Roman font
- Use the same number of **references** as assigned pages
- Use correct spelling and grammar
- Use proper pagination
- Include your name on the *cover page*
- Staple assignments together as necessary or as required (*no report covers please*)
- Write the *full* assignment

### **Book Critiques – 10 points total (each book is 5 points)**

On the assigned day, students turn in a 3-page type-written report on the assigned book. The book review should include the following two components: 1) A **content summary** that is double spaced for page one and 2) A **reflection summary** that is a single spaced list of significant ideas (direct quotes or general ideas) from the book. The following should be included with each significant idea: a) the book page number; b) one of the three identified categories below and c) brief reflective personal comments. A double space between each entry of the list is expected. A grading rubric is found in the online shell.

1. **AGREEMENT** – Thoughts with which you are in firm agreement; things that make you say “Yes!” or items that inspire you to action in your life and move your spirit.
2. **DISAGREEMENT** – Thoughts in which you find dissonance; areas with which you might disagree.
3. **MORE THOUGHT** – Areas that you want to spend more time thinking about; things that make you wonder; items on which you are not sure what your stance it.

**Due Dates:** Will Mancini (Church Unique) – **May 25<sup>th</sup>**  
 Steve Parr (Sunday School that Excels) – **June 8<sup>th</sup>**  
 Allan Taylor (Sunday School in HD) – **June 15<sup>th</sup>**

### **Strategic Planning Project - 35 points (June 29<sup>th</sup>)**

Develop a strategic plan for a Sunday School or the counterpart small group Bible study ministry of the local church. The student's goal is to create a strategy that can be presented to the leadership of the church for future implementation. Guidelines for the development of this

process will be provided online through the lectures and handouts. The student may delimit SPP to the specific age group for which you are preparing to serve. The student will post your project on Blackboard via Microsoft PowerPoint presentation (minimum of 25 slides) or Publisher handbook (minimum of 30 pages).

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to the rubric. A grading rubric will be provided in the blackboard shell.

### **Online/Classroom Decorum and Engagement – 20 points**

Attendance/Participation is required for every course session (**May 25<sup>th</sup>** at 2-4 pm and 6-9 pm; **May 26-28<sup>th</sup>** at 8-11 am and 1-4 pm; **May 29<sup>th</sup>** at 8-11 pm). Due to the interactive learning format of the course, a positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement in on-campus course sessions and by in-class dialogues throughout a full course sessions.

### **Text Review Readings for Extra Credit – 3 pts extra credit**

OPTIONAL: Create a five-page text review for a book selection not already required or read for the course. The text selected *must be pre-approved* and consist of at least 150 pages. The text review should include a brief summary, the vital concepts, and your appraisal and considerations on the text.

## **Course Policies**

### **Netiquette**

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## Course Schedule

Subject to change or adjustment as necessary

Unit and Date	Objectives	Assignments Due
Unit 1—Leadership May 25 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Define Leadership</li> <li>2. Examine Leadership Principles from the Old and New Testament</li> <li>3. Discuss Vision, Leadership, management, and administration in the context of Sunday School.</li> </ol>	<b><u>Due:</u> Book Critique of <i>Church Unique</i> by Will Mancini —5 points</b>
Unit 2—Management May 25 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Define management</li> <li>2. Examine distinctives between Leaders and Managers</li> <li>3. Compare and Contrast Leadership and Management</li> <li>4. Evaluate your personal calling to lead in the local church</li> </ol>	
Unit 3—Sunday School May 25 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Evaluate the current state of Sunday Schools in the local church.</li> <li>2. Identify profile characteristics of a Sunday School with waning influence.</li> <li>3. Identify the 5 points of Flake’s formula.</li> <li>4. Observe and identify the stages of a Sunday School Class.</li> </ol>	
Unit 4—Organizational Chart and Leadership positions May 25 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. View a typical Organizational Chart for Sunday School</li> <li>2. Examine the job description of a Division Leader and other leadership positions.</li> <li>3. Discuss the strengths and weaknesses of the Sunday School organizational chart</li> </ol>	
Unit 5—Enlistment May 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Examine the biblical concept of believers serving in the local church.</li> <li>2. Examine qualifications and enlistment strategies for Sunday school ministry.</li> <li>3. Discuss ways to motivate, encourage, and reward volunteers</li> </ol>	
Unit 6—Administering the Sunday School class May 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Examine principles for administering a SS class</li> <li>2. Understand the biblical truth of stewardship in a leader's life</li> <li>3. Focus on planning for future growth in people and classes.</li> </ol>	
Unit 7—Sunday School Teacher’s call and training May 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Examine the teacher's call and commitment</li> <li>2. Examine the ways to assist the teacher in teaching</li> <li>3. Discuss the teacher maturation process</li> </ol>	
Unit 8—Developing Ministry through Sunday School	<ol style="list-style-type: none"> <li>1. Value a Kingdom minded vision for developing the people in each Sunday School class</li> </ol>	

Unit and Date	Objectives	Assignments Due
May 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>2. Define and understand the concept of “open group” strategy.</li> <li>3. List developmental and planning strategies for class ministries.</li> </ol>	
Unit 9—Choosing and Evaluating Curriculum May 27 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Describe how to choose curriculum for Sunday school in your church.</li> <li>2. Value the Bible as the primary curriculum builder for Sunday School.</li> <li>3. Consider the domains of learning (head, heart, hands) in building and evaluating curriculum.</li> <li>4. Identify with the eight ways that we learn.</li> <li>5. Evaluate the curriculum that is used at your current ministry church setting</li> </ol>	<b>Due: Critical Reflection Paper Due –30 points</b>
March 23-27	<b>SPRING BREAK</b>	
Unit 10—Starting New Groups May 27 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Recognize the principle of pyramid growth.</li> <li>2. Identify several reasons to start new classes/groups.</li> <li>3. Diagnose the optimum times to begin new classes/groups.</li> <li>4. List opportunities to on where to begin to be reproducers.</li> </ol>	
Unit 11—Strategic Planning May 28 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. View the 10 steps of the strategic planning process</li> <li>2. Decide the basis for a strategic plan for Sunday School</li> <li>3. Discuss the application of the strategic planning process for strategic church growth</li> </ol>	
Unit 12—Designing Educational Space May 28 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Consider the importance of educational space in the church building.</li> <li>2. Evaluate current educational space needs.</li> <li>3. List space barriers to growth of Sunday school in each age groups.</li> <li>4. Name various considerations for designing education space.</li> </ol>	
Unit 13—Quality Sunday School Standards May 29 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Value planning and evaluating Sunday School in the local church.</li> <li>2. Review all seven functions of Sunday School with each specific practices.</li> <li>3. Evaluate each of the “Quality standard” practices for all seven functions.</li> </ol>	
		<b>All other assignments are due post workshop week.</b>

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