

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. ISBN:978-0-7879-9683-3

Parr, Steve. ed. *Sunday School That Really Excels: Real Life Examples of Churches with Healthy Sunday Schools*. Grand Rapids: Kregel, 2013. ISBN: 978-0-8254-4318-3

Taylor, Allan. *Sunday School in HD*. With a forward by Thom S. Rainer. Nashville, TN: Broadman & Holman Press, 2009. ISBN: 978-0-8054-4973-0

Course Teaching Methodology

This course will utilize a lecture and interactive discovery-learning format via on-campus class sessions and online learning environment using the blackboard shell.

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.

Assignments point value:

- | | |
|---|-----------------------------|
| 1. Summary <i>Sunday School that Really Excels</i> – 9 points | Due: Feb. 16 th |
| 2. Book critique <i>Sunday School in HD</i> – 5 points | Due: March 22 nd |
| 3. Critical Reflection Paper – 20 points | Due: April 5 th |
| 4. Book critique <i>Church Unique</i> – 5 points | Due: April 12 th |
| 5. Strategic Planning Project – 35 points | Due: May 3 rd |
| 6. Class Participation/Presentations – 26 points | Due: Weekly |
| ▪ Attendance and participation (10 pts) | |
| ▪ Assigned online discussion boards (6 pts) | |
| ▪ Presentations (10 pts) | |

Sunday School That Really Excels Summaries – 9 points (Assigned dates for students)

Students will summarize findings in the book, *Sunday School That Really Excels* by Steve Parr, on an assigned chapter in the book. After reading the **text in its entirety**, the student should generate *a list of four quotes* from the assigned chapter which are significant for the student’s own personal discipleship, leadership development and/or for the student’s discipleship of other ministry leaders through Sunday School. After each quote, the student should include a 3-5 *sentence paragraph* with explanation of the quote’s **significance** and its **future usage for personal growth and in church ministry** with at least one practical application for implementation in local church ministry. The professor will assign the chapters to students on the first day of class.

Critical Reflection Paper – 20 points (Due April 5th)

Create a clear and concise **10-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 **ten (10) 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 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
- Why Should Outreach be done through Sunday school and small groups?
- The role of prayer in small group development
- Class or small group organization expectations and structure

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, you 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 with a page number and 1 of the 3 categories below. Double space between each entry of the list. **Brief reflective comments should be included with each entry.** 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: Allan Taylor (Sunday School in HD) – **March 22nd**
 Will Mancini (Church Unique) – **April 12th**

Strategic Planning Project - 35 points (May 3rd)

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). A grading rubric will be provided in the blackboard shell.

Class Participation/ Presentations/Engagement – 26 points

Participation is required for every course session 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 with on-campus and online threads/dialogues throughout a full course session. You cannot participate effectively if you are not engaged in the dialogues on the subject matter. Consequently, the student is expected to:

- Post answers, comments, and questions on the discussion board threads or verbalize in class.
- Provide on-going biblical, philosophical, or social science research to support your assertions.
- Reflect on an idea presented in one of the textbooks.
- Relate an example or story that conveys an application.

Students are expected to be fully engaged in the lectures, the teaching tools and handouts, and the dialogue and learning engagement during each course session. In addition to attendance, students will be **assigned a course session to present Steve Parr's book summary (Feb.- March meetings) and their research and book summaries (Critical reflection paper (April meetings)).**

Text Review Readings for Extra Credit – 3 points 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

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.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2015-2016 catalog.

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

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must

update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at [insert grader’s email address here]. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular “business” hours. Please respect the grader’s personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: Need technical assistance? Contact the ITC today:

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180- Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Unit of Study in the Course Schedule

Subject to change or adjustment as necessary

Unit and Date	Objectives	Assignments Due
Unit 1—Leadership January 25-30	<ol style="list-style-type: none"> 1. Define Leadership 2. Examine Leadership Principles from the Old and New Testament 3. Discuss Vision, Leadership, management, and administration in the context of Sunday School. 	Assign chapters for <i>Sunday School that Really Excels</i> by Steve Parr

Unit and Date	Objectives	Assignments Due
Unit 2—Management February 1-5	<ol style="list-style-type: none"> 1. Define management 2. Examine distinctives between Leaders and Managers 3. Compare and Contrast Leadership and Management 4. Evaluate your personal calling to lead in the local church 	Assign/accept topics for Critical Reflection Paper
Feb. 9th	Mardi Gras	
Unit 3—Sunday School Introduction Feb. 15-19	<ol style="list-style-type: none"> 1. Evaluate the current state of Sunday Schools in the local church. 2. Identify profile characteristics of a Sunday School with waning influence. 3. Identify the 5 points of Flake’s formula. 4. Observe and identify the stages of a Sunday School Class. 	Due: Chapter Summaries for Parr’s book – 9 pts
Unit 4—Organizational Chart and Leadership positions Feb. 22-26	<ol style="list-style-type: none"> 1. View a typical Organizational Chart for Sunday School 2. Examine the job description of a Division Leader and other leadership positions. 3. Discuss the strengths and weaknesses of the Sunday School organizational chart 	
Unit 5—Enlistment Feb. 29-March 4	<ol style="list-style-type: none"> 1. Examine the biblical concept of believers serving in the local church. 2. Examine qualifications and enlistment strategies for Sunday school ministry. 3. Discuss ways to motivate, encourage, and reward volunteers 	
Unit 6—Administering the Sunday School class March 7-11	<ol style="list-style-type: none"> 1. Examine principles for administering a SS class 2. Understand the biblical truth of stewardship in a leader's life 3. Focus on planning for future growth in people and classes. 	
	Spring Break	
Unit 7—Sunday School Teacher’s call and training March 21-25	<ol style="list-style-type: none"> 1. Examine the teacher's call and commitment 2. Examine the ways to assist the teacher in teaching 3. Discuss the teacher maturation process 	Due: Book Critique of Sunday School in HD by Allan Taylor—5 points
Unit 8—Developing Ministry through Sunday School March 28-April 1	<ol style="list-style-type: none"> 1. Value a Kingdom minded vision for developing the people in each Sunday School class 2. Define and understand the concept of “open group” strategy. 3. List developmental and planning strategies for class ministries. 	
Unit 9—Choosing and Evaluating Curriculum April 4-8	<ol style="list-style-type: none"> 1. Describe how to choose curriculum for Sunday school in your church. 2. Value the Bible as the primary curriculum builder for Sunday School. 	Due: Critical Reflection Paper Due –20 points

Unit and Date	Objectives	Assignments Due
	<ol style="list-style-type: none"> 3. Consider the domains of learning (head, heart, hands) in building and evaluating curriculum. 4. Identify with the eight ways that we learn. 5. Evaluate the curriculum that is used at your current ministry church setting 	
Unit 10—Starting New Groups April 11-15	<ol style="list-style-type: none"> 1. Recognize the principle of pyramid growth. 2. Identify several reasons to start new classes/groups. 3. Diagnose the optimum times to begin new classes/groups. List opportunities to on where to begin to be reproducers. 	Due: Book Critique of Church Unique by Will Mancini—5 points
Unit 11—Strategic Planning April 18-22	<ol style="list-style-type: none"> 1. View the 10 steps of the strategic planning process 2. Decide the basis for a strategic plan for Sunday School 4. Discuss the application of the strategic planning process for strategic church growth 	
Unit 12—Designing Educational Space April 25-29	<ol style="list-style-type: none"> 1. Consider the importance of educational space in the church building. 2. Evaluate current educational space needs. 3. List space barriers to growth of Sunday school in each age groups. 3. Name various considerations for designing education space. 	
Unit 13—Quality Sunday School Standards May 2-5	<ol style="list-style-type: none"> 1. Value planning and evaluating Sunday School in the local church. 2. Review all seven functions of Sunday School with each specific practices. 3. Evaluate each of the “Quality standard” practices for all seven functions. 	
May 6	Strategic Planning Project Work	Due: Strategic Planning Project – 35 points

Selected Bibliography

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