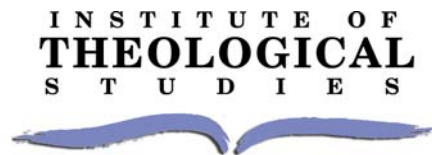




Adult Ministries in the Church

Programmed Syllabus

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Syllabus

Course Description

How do adults learn? What are the most successful ways to teach them? This course presents principles of adult education and their application to various adult age levels within the church. Learners explore theories in young, middle, and older adult education, and examine successful ministries to singles, single parents, and families. The course promotes Knowles' andragogical model of adult education, emphasizing such important subjects as how adults learn, how to structure the classroom, and how to facilitate learning.

Course Objectives

Upon completion of this course the student should be able to:

1. Understand a basic biblical theology of adult education.
2. Develop a "psychology of adulthood," especially a grasp of adult learning theories.
3. Analyze the characteristics and developmental areas of the three general adult age groups (young, middle, and senior).
4. Develop a philosophy of ministering to various sub-groups among the church's adults (e.g., singles, single parents, divorced, ill, and elderly).
5. Apply the principles of adult education to church ministry.

Course Texts

I. Required:

Gangel, Kenneth O. and James C. Wilhoit. *The Christian Educator's Handbook on Adult Education*. Wheaton: Victor Books, 1998.

II. Basic Reading List:

"Adult Faith Development," *Religious Education* 84, 4, Fall 1989.

Atkinson, Harley, ed. *Handbook of Young Adult Religious Education*. Birmingham, AL: Religious Education Press, 1995.

Brookfield, Stephen D. *The Skillful Teacher*. Second edition. San Francisco: Jossey-Bass, 2006.

_____. *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass, 1991.

Christian Education Journal. Autumn 1991 issue.

Cross, K. Patricia. *Adults as Learners*. San Francisco: Jossey-Bass, 1992.



Syllabus

- DeBoy, James J., Jr. *Getting Started in Adult Religious Education*. New York: Paulist Press, 1979.
- Edge, Findley B. *Teaching For Results*. rev. ed. Nashville, TN: Broadman and Holman, 1999.
- Eison, Jon. *Growing Up While Growing Older*. Palo Alto, CA: Pacific Books, 1991.
- Emler, Donald G. *Revisioning the DRE*. Birmingham, AL: Religious Education Press, 1989.
- Foltz, Nancy T. *Handbook of Religious Education*. Birmingham, AL: Religious Education Press, 1986.
- _____. *Religious Education in the Small Membership Church*. Birmingham, AL: Religious Education Press, 1990.
- Fowler, J.W. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. Revised edition. San Francisco: Jossey-Bass, 1999.
- Gangel, Kenneth O. and James C. Wilhoit. *The Christian Educator's Handbook on Adult Education*. Grand Rapids: Baker, 1998.
- _____. *The Christian Educator's Handbook on Spiritual Formation*. Grand Rapids: Baker, 2008.
- Gangel, Kenneth O. and Betty Gangel. *Your Family*. Gresham, OR: Vision House, 1995.
- Gorman, Julie A. *Community That Is Christian: A Handbook on Small Groups*. Second edition. Grand Rapids: Baker, 2002.
- Kesler, Jay. *Grandparenting*. Ann Arbor, MI: Servant Publications, 1993.
- Knox, Alan B. *Adult Development and Learning*. San Francisco: Jossey-Bass, 1977.
- Koons, Carolyn A. and Michael J. Anthony. *Single Adult Passages*. Grand Rapids, MI: Baker Book House, 1995.
- Kouzes, James M. and Barry Z. Posner. *Credibility*. Revised edition. San Francisco: Jossey--Bass, 2003.
- _____. *The Leadership Challenge*. Third edition. San Francisco: Jossey-Bass, 2003.
- Lawson, Michael S. and Robert J. Choun, Jr. *Directing Christian Education*. Chicago: Moody Press, 1992.
- LeBar, Lois E. *Education That Is Christian*, rev. ed. Colorado Springs: Cook Communications Ministries, 2006.
- McBride, Neal F. *How To Build a Small Groups Ministry*. Colorado Springs, CO: NavPress, 1995.
- Mouton, Jane Srygley and Robert R. Blake. *Synergogy*. San Francisco: Jossey-Bass, 1984.



Syllabus

- Peters, John M., et. al. *Adult Education*. San Francisco: Jossey-Bass, 1991.
- Peterson, Gilbert A., ed. *The Christian Education of Adults*. Chicago: Moody Press, 1984.
- Sell, Charles M. *Transitions Through Adult Life*. Grand Rapids: Zondervan, 1991.
- Stubblefield, Jerry, ed. *A Church Ministering to Adults*. Nashville: Broadman, 1986.
- Wickett, R.E.Y. *Models of Adult Religious Education Practice*. Birmingham, AL: Religious Education Press, 1991.
- Wilbert, Warren N. *Strategies for Teaching Christian Adults*. Grand Rapids, MI: Baker Book House, 1984.
- Williams, Dennis and Kenneth O. Gangel. *Volunteers for Today's Church*. Eugene: Wipf and Stock, 2004.
- Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn*. Revised edition. San Francisco: Jossey-Bass, 1998.

Note from Dr. Gangel: Course Rationale

A practical course such as this one should emphasize process as well as content, affective as well as cognitive outcomes. Such goals are rather difficult to achieve through an audio-recorded course, but with your intentional cooperation we can try together.

As I will explain in the first recording, the lectures are only a portion of this course. There will not be the usual questions on lectures and textbook(s), and there will be no final exam. Even though you and I won't interact "face to face," I've built in several course features which can take you beyond the transfer of content to whatever level of participation you choose.

1. Live Lectures. Rather than recording the lectures in a studio, I've chosen to bring you to a functioning graduate class so that the "flavor" of that setting might set a tone for your listening. What we may have lost in recording quality, I hope we make up in dynamics.
2. Practical Assignment. In lieu of the questions mentioned above, I have substituted assignments which you can relate to your present ministry, or at least to the church you regularly attend.
3. Learning Contract. This is your choice. Not only to do it or not, but, should you choose to complete a learning contract, the project you work on will be your decision as well.

NOTE: This kind of flexibility carries with it much more subjectivity in grading. Rather than a set of right and wrong answers to questions, you and your grader will set criteria according to which s/he will determine grades.



Syllabus

Course Requirements

1. Lectures: Submit a signed affirmation statement that you have listened to all 24 lectures.
2. Reading: Master the textbook and read two other books from the Basic Reading List. For each of the three, prepare a **one or two page** review.

Criteria:

- a. Evidence of awareness and comprehension.
- b. Critique of authors' ability to contribute new insights to the field of adult ministries.
- c. Clarity of student's written communication.

NOTE: Readings and lectures should be completed before beginning the remaining assignments.

3. Church Evaluation: Select a local church with which you are familiar and evaluate its ministry to adults. How is it strong? Where is it weak? What needs to be done? From the evidence you gather, prepare a **four-five page** analysis with appropriate recommendations.

Criteria:

- a. Evidence of thorough evaluation of the church's adult ministry program.
- b. Perception of church's strengths and weaknesses and the ability to candidly point these out.
- c. Demonstrated competence in the recommendations, all of which should be feasible.



Syllabus

4. Adult Need Project: Identify a current need which you uncovered in your church evaluation or which surfaced in your reading (or listening to the lectures). The need may focus on an age group or on some other aspect of adult ministry. Or you might zero in on some crucial current issue related to adult ministry such as homosexuality, abuse, divorce, church roles for women, day care, paternal neglect, aging, developing leadership for adult ministries, emerging adult Sunday School patterns, etc.

Criteria:

- a. Comprehension of the basic issues involved in the need, including those which either complicate or facilitate service to the need group.
 - b. Application of solid biblical and theological principles to the need; textual support should be appropriately used.
 - c. Identification of solutions, specific ways a congregation can address the need(s) you have identified and explained.
5. Learning Contract: You'll hear more about this in the first lecture, but I need to emphasize that *completion of the Learning Contract is essential for earning an A*. You may choose to receive a B grade or less, and given whatever time constraints you may have, that may be a wise choice. If you decide to complete a learning contract, find the appropriate form in this syllabus, fill it out, and get it approved by your proctor before proceeding.

The contract should focus on some area of concern close to your present or future ministry. Choose something you really want and need to learn, not just to improve your grade.

Criteria:

1. Competence in structuring the contract itself with clear goals and adequate evaluation procedures.
 2. Thoroughness in following through to complete the contract, and finding the right resources (human or otherwise) to achieve the goals.
 3. Goal Achievement. This is the litmus test of a learning contract. Did you learn what you said you would and has someone affirmed that you have?
6. ITS Online Interactivity Forum:

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS Online Interactivity Forum. In order to get the fullest benefit from the Forum, complete the assignment *after* you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:



Syllabus

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

7. Spiritual Formation Project:

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind**, ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader at the end of the course. This last project should not be a summary of course content, but an application of course principles. Complete the following:

- 1. Personal Reflection and Evaluation: *Reflect on the course*** – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.
 - Follow these steps in your reflection:
 - Step 1:** What **one** theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2:** What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3:** Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
 - Step 4:** How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?
 - Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
 - Give a copy of this reflection to your mentor (see #2).



Syllabus

2. **Community Reflection and Interaction: *Interview a mentor*** – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- a. Who should you interview? (1-3 are required; 4-6 are recommended)
1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is **not** your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

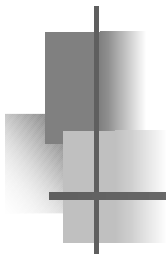
NOTE: **Identify your mentor early in the course**, and give him/her the page entitled “Guidelines for Mentors.”

- b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
- ◆ What feedback can your mentor give in response to your essay?
 - ◆ In light of the course content, are the conclusions you made appropriate? Why or why not?
 - ◆ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do **not** use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

3. **Synthesis and Application: *Draw your final conclusions*** – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
- ◆ What were the mentor’s comments regarding your essay?
 - ◆ What advice did he/she give?
 - ◆ How did his/her comments expand or correct your application of the course?



Syllabus

- ◆ Include the person’s name, occupation, and the length of the interview.
- c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
- ◆ If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - ◆ Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - ◆ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. **The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life.** If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

Revised 10/05

Course Grading

The grade for the course shall be determined by the following:

Recorded Lectures (written affirmation).....	15%
Reading Reports	20%
Church Evaluation	15%
Adult Ministry Need Paper.....	15%
<i>Learning Contract (optional)</i>	20%
ITS Online Interactivity Forum.....	5%
Spiritual Formation Project	10%
Total	100%

Syllabus

Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.