Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Mark Hayse, Ph.D.  
Email: mahayse@mnu.edu

Office Phone: 913.782.3653
Office Hours: by appointment

Catalog Description

A study of the integration of teaching methods and curricular design to provide more faithful ministry programs and resources in Christian Education.

Course Narrative & Rationale

Faithful discipleship flows from careful organization of the church’s teaching ministry. What content do we teach? What constitutes content, exactly? How do we teach that content? Does the method matter as much as the content? How do we determine the readiness level of our learners? Finally, how will we reframe our curricular convictions change in light of current shifts in curriculum theory?
This course provides graduate-level, introductory instruction in curriculum design, curriculum delivery, and curriculum theory. It considers emerging perspectives that transcend the current schooling paradigm.

As a module course, this class enables students to learn in two contexts: 1) the classroom learning community, and 2) the local ministry community. To honor both communities, students must participate fully through 1) careful preparatory reading, 2) face-to-face sessions at the NTS campus, 3) online discussion, and 4) curriculum development projects.

Degree Objectives
The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

1. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
2. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
3. Cultivate practices and abilities necessary for skillful performance of age-level and family ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice.

Course Outcomes
Upon completion of the course students should demonstrate:

1) An ability to develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life. Assignment 1, 3, 5
2) A working knowledge of the basic components of sound curriculum and an awareness of the future of curriculum theory. Assignment 1, 2
3) A working knowledge of basic theories of learning and with different teaching methods. Assignment 1, 3, 4, 5
4) A working knowledge of effective teaching/learning practices for a given age level or family ministry. Assignment 1, 2, 4, 5
5) An ability to craft and direct specific resources as part of a coherent curricular strategy for teaching the faith. Assignment 1, 2, 5
**Church of the Nazarene COSAC Competencies**

CP 25 Ability to prepare, organize and deliver a biblically sound basic scheme of teaching/learning discipleship for children, youth, and adults using age-appropriate techniques and skills, in culturally appropriate ways.

CP 26 Ability to develop and utilize existing ministry forms for age level ministry (such as worship and Bible teaching, specialized ministry*, family nurture and formation, team development and teacher education, curriculum planning and assessment, etc.) by which individuals, families, and congregations may be formed into Christlikeness.

---

### Required Texts & Course Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>pgs</th>
<th>ISBN (13 characters)</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>List price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christian Educators’ Guide to Evaluating and Developing Curriculum</strong></td>
<td>Ferguson, Nancy</td>
<td>100</td>
<td>978-0817015237</td>
<td>Judson Press</td>
<td>2008</td>
<td>$17</td>
</tr>
<tr>
<td><strong>Fashion Me a People: Curriculum in the Church</strong></td>
<td>Harris, Maria</td>
<td>208</td>
<td>978-0664240523</td>
<td>Westminster John Knox Press</td>
<td>1989</td>
<td>$15</td>
</tr>
<tr>
<td><strong>To Set One's Heart: Belief and Teaching in the Church</strong></td>
<td>Little, Sara</td>
<td>100</td>
<td>978-0804214421</td>
<td>Westminster John Knox Press</td>
<td>1983</td>
<td>$30</td>
</tr>
<tr>
<td><strong>Curriculum Development in Postmodern Era, 2nd Edition</strong></td>
<td>Slattery, Patrick</td>
<td>350</td>
<td>978-0415953382</td>
<td>Routledge Press</td>
<td>2006</td>
<td>$50</td>
</tr>
</tbody>
</table>

*Note: students will have to read one age level required textbook as well but may draw from several options*
**Recommended Texts & Course Materials**

*Texts based on Age Level (choose one)*


**Additional readings** provided by the instructor including Moodle resources.

---

**Course Outline**

**Theme 1:** Curriculum design

**Theme 2:** Curriculum delivery (includes educational psychology and teaching methods)

**Theme 3:** Curriculum theory (includes ecclesial considerations)

**Theme 4:** Curriculum workshop

---

**Course Assignments & Requirements**

1. **Class Participation: in-class and online (200 points):** Students will read and discuss assigned reading on time, during class periods and on Moodle. Students should plan to contribute insights and critical perspectives on course readings and concepts. Collective insight enriches the learning community for all participants (DO 1-3; CO 1-5).

   **Moodle Discussion Component:** This course element will complement the verbal exchanges of class times. Students will post 1-2 insights online by 11:55 p.m. Sunday evenings at the designated forum.

   *(Note: There will be times when "life gets in the way" or you have a "ministry crisis." These situations will be taken into consideration when communicated to the professor. One "Mulligan" is allowed during the course for late assignments if requested by the student in advance).*
2. Curriculum Analysis: educational resources and environments (200 points): Students will write a 1250-1750 word (5-7 page) analysis of two curricula for a single age-level ministry. The first part of the analysis will assess a specific curricular unit of at least four weeks. The second part of the analysis will assess the overall learning environment in at least two dimensions: 1) its congruence with and support for the curricular resources, and 2) its congruence with and support for ongoing teaching/learning in the age-level context (DO 2; CO 2-5).

3. Curriculum Synthesis (200 pts): Students will write a comparative book review, contrasting the Tylerian Rationale in light of postmodern curriculum theory as presented in part one of Slattery’s text from page ix to 116 (DO 1; CO 1-2).

4. Teaching Methods Resource Sheet (100 points): Students will gather data on curricular resources that support various teaching methods at a particular age level. This 500-750 word (2-3 pages) paper will meet the following objectives for each selected resource: 1) complete bibliographic data, 2) summary of teaching goals, 3) summary of teaching methods, and 4) brief, critical commentary on the perceived value of the curricular resource (DO 2-3; CO 4).

5. Age Level Curriculum Project (300 points): Students will develop a minimum four-week curricular strategy for teaching a specific Scriptural theme, including curricular plans designed to meet age level learning (DO 1, 3; CO 1-5).

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>39</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>13</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>20</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>
Method for Submitting Assignments
Please use the assignments section of Moodle unless otherwise directed.

Form and Style Expectations
APA form and style is preferred, but other formats will be accepted if identified and approved by the professor.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
Online posting after the assigned week will not be graded. All research/project work is due 11:55 PM of the date assigned unless designated due in-class. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted two weeks after the final class assignment or after the last week of class.

Additional Costs
Students may elect to purchase the age level text for review if they cannot locate one for check out.

Course Grading
1000-901: A  900-801: B  800-701: C  700-600: D  599 or Below: F

Grade Descriptions
A: EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)
B: GOOD WORK (strong, significant achievement of course objectives)
C: ACCEPTABLE WORK (basic, essential achievement of course objectives)
D: MARGINAL WORK (inadequate, minimal achievement of course objectives)
F: UNACCEPTABLE WORK (failure to achieve course objectives)

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or
activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance
Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Audio and Video Recordings
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

Working Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td>1</td>
<td>Intro to curriculum design and delivery</td>
</tr>
<tr>
<td>2/10</td>
<td>2</td>
<td>Objectives, outcomes, structure -- Ferguson TBD</td>
</tr>
<tr>
<td>2/17</td>
<td>3</td>
<td>Learning families -- Issler &amp; Habermas TBD</td>
</tr>
<tr>
<td>2/24</td>
<td>4</td>
<td>Teaching and faith -- Sara Little, Maria Harris TBD</td>
</tr>
<tr>
<td>3/3</td>
<td>5</td>
<td>Age level curricular strategies – Age level reading TBD</td>
</tr>
<tr>
<td>3/10</td>
<td>6</td>
<td>Debriefing curriculum design and delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 due</td>
</tr>
<tr>
<td>3/17</td>
<td>7</td>
<td>Reading and Research</td>
</tr>
<tr>
<td>3/24</td>
<td>8</td>
<td>Curriculum theory, part one -- Slattery reading TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>3/31</td>
<td>9</td>
<td>Assignment 3 due</td>
</tr>
<tr>
<td>4/7</td>
<td>10</td>
<td>Curriculum theory, part two -- Slattery TBD</td>
</tr>
<tr>
<td>4/14</td>
<td>11</td>
<td>Play, gaming, curriculum, and learning -- Gee TBD</td>
</tr>
<tr>
<td>4/21</td>
<td>12</td>
<td>Toward a reconceptualization of church curriculum</td>
</tr>
<tr>
<td>4/28</td>
<td>13</td>
<td>Curriculum studio</td>
</tr>
<tr>
<td>5/5</td>
<td>14</td>
<td>Assignment 4 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 5 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debriefing curriculum design, delivery, and theory</td>
</tr>
</tbody>
</table>