



## CE 555: WORK OF THE CHRISTIAN EDUCATOR SPRING 2011

[Erskine Theological Seminary](http://www.erskine.edu)  
P.O. Box 668, Due West, SC 29639

Thursday Evenings  
6:00 PM to 9:00 PM  
**BEGINNING 3 FEBRUARY 2011**

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OFFICE HOURS (Erskine Campus): Thursdays: 1:00 p.m. – 5:00 p.m.

*However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.*

**Drop/Add and Course Withdrawal:** Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

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### COURSE DESCRIPTION

The course provides an overview of the tasks and responsibilities of the Christian educator’s work in a variety of Church contexts and in relation to the polity and Christian Education resourcing systems of the students’ denominations. Images of the Christian educator in work relationships and administrative structures are explored. Special attention is given to current issues of concern in the field. *Required. 3 hours*

## LEARNING OBJECTIVES AND COURSE FORMAT

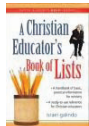
The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the seminary requires this course in the work of the Christian educator for MAEM degree students. The first goal of the course is to present the skeletal structure of the Christian educator's profession on which specific principles and practice are built for an individual church that enhances the role of the local church in advancing the Kingdom of God. A second goal is to aid students in developing leadership skills involved in a Christian educator's administrative role within a local church. A third goal is to enable students to integrate theoretical knowledge of the role of a Christian educator with actual ministry skills.

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

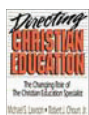
1. Articulate the basic skeletal structure of the profession of a Christian educator.
2. Construct a feasible job description for the Christian educator.
3. Identify and define issues a Christian educator faces in the workplace.
4. Demonstrate ability to design problem-solving methods for such issues identified.
5. Cast a vision for the educational ministry of a specific church family with demonstration of beginning its implementation.
6. Develop a model of leadership that expands the role of Christian educator to include the skills, gifts, and abilities of paid staff and volunteer leaders and teachers.
7. Design a budget for the educational ministry of a local church.

## REQUIRED TEXTBOOKS AND OTHER RESOURCES

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.



Galindo, Israel. *A Christian Educator's Book of Lists*. Macon, GA: Smyth & Helwys Publishing, 2003. (ISBN: 1-57312-347-1)



Lawson, Michael S., and Robert J. Choun, Jr. *Directing Christian Education: The Changing Role of the Christian Education Specialist*. Chicago, IL: Moody Press, 1992. (ISBN: 0-8024-1702-7)

*The following required readings will be posted under the class CE-555 on CAMS, and are copyrighted documents usable only in the setting of this class. Permission to use elsewhere must be obtained from the individual copyright owner (provided on the documents).*



*Right to Witness* (multiple and very brief articles to be posted on CAMS classroom site).



*Ministry Guidelines for Preventing Child Abuse* by BrotherhoodMutual.com. Copyright Brotherhood Mutual Insurance Company. (Article(s) to be posted on CAMS classroom site.)



*Safe & Legal Church-Related Transportation* (A number of articles to be posted on CAMS classroom site.)

## COURSE REQUIREMENTS AND EXPECTATIONS

**ATTENDANCE** – Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Notify the professor in advance if absences are anticipated.

In general, students are allowed up to three hours of unexcused absence without penalty. Absences beyond the three hours allowed under seminary policies require a make-up assignment (see below).

***Extra Credit Option or Make-Up Assignment*** = Annotated Bibliography (+ five points):

Develop a bibliography of **ten** Christian education resources to use in the various educational ministries of the local church's life. Organize journal articles, books, and other resources into a logical order of your choosing. The focus might be directed to one segment of the population of the church (e.g., children, youth, adults) or a combination. ***The Bible is assumed as a resource and is not counted as one of the ten annotation resources.*** The procedure for writing an annotation is:

**--Overview:** Briefly describe the resource including its specific thesis regarding the work of a Christian educator in the church setting.

--**Critique:** Write a paragraph on the strengths and weaknesses of the particular resource and your recommendations for its use in one or more educational ministries of the church.

--**Best Quote:** Include a quotation from the book that seems applicable to one of the ministries you cited above. Include the page number.

--**Application:** Explain in an additional paragraph applications of value and relevance to your educational ministry afforded by this resource in one or more area(s) of Christian educational ministry.

***Each annotation should be no longer than ¾ of a page double-spaced. Merely choosing those resources listed at the end of this syllabus is not sufficient—only five from the professor’s bibliography may be use and none from the required readings section of the syllabus.***

This particular assignment requires a cover sheet (See Writing Standards).

Five points possible-- ***(This assignment is due BY 1:00 P.M. on Thursday, May 5, 2011. Submission of the assignment may be electronic, fax, or hard copy.)***

**ASSIGNMENTS** – The design of assignments is to enhance the student’s learning experience and to stimulate vision for ministry. Assignments are due ***in class*** on the date indicated in the Course Calendar (pp.12-13). An absence does not negate this requirement unless prior arrangements have been made. Late work will be accepted up to one week after the assignment is due but will receive a penalty drop of one letter grade. Additional tardiness in submission of any of the required work will lower the letter grade consecutively week by week.

Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

<b>100-95</b>	<b>A</b>	<b>83-80</b>	<b>C</b>
<b>94-93</b>	<b>A-</b>	<b>79-78</b>	<b>C-</b>
<b>92-91</b>	<b>B+</b>	<b>77-76</b>	<b>D+</b>
<b>90-88</b>	<b>B</b>	<b>75-72</b>	<b>D</b>
<b>87-86</b>	<b>B-</b>	<b>71-70</b>	<b>D-</b>
<b>85-84</b>	<b>C+</b>	<b>69-0</b>	<b>F</b>

***Required Assignments Summary - 100 points (Due Dates according to Course Calendar)***

1. Class Attendance, Participation, and Course Reading – 10 points
2. Analysis of Educational Ministry of Individual Local Church – 35 points
3. Reaction Paper to Required Articles on 3 Topics (see CAMS) – 20 points
4. Christian Educator’s Ministry Job Description – 5 points
5. Christian Educator’s Church Leadership Model – 5 points
6. A Church’s Educational Ministry Budget – 5 points
7. Christian Educational Ministry Vision Paper – 20 points

**EXPLANATION OF REQUIRED ASSIGNMENTS:**

***1. Class Attendance, Participation, and Course Readings - 10 points***

Group discussion may be a significant element during class sessions. Students may be selected at random during any class session by the professor for discussion. Prior preparation necessary is keeping current with textbook and internet article reading assignments.

***2. Analysis of Educational Ministry of Individual Local Church – 35 points***

This assignment is divided into sections throughout the semester with each section building on the previous one. Due dates for handing in each section are listed in the course schedule, and each student will be required to present his/her findings during class on the due date.

a. **Research your local church’s philosophy of educational ministry.** *(For students in small church situations, determine what educational ministries are included in the activities of the church and the impact on each age group.)* State the **purpose** of the educational ministry according to your local church board, session, or other administrative body. State the **philosophy** of educational ministry with its **theological** and/or **Biblical** bases. (If your local church does not have a philosophy, record your interview with the pastor and/or administrative official(s) of the local church.)

b. **Detail the demographics of the educational ministry of your local church (or selected church).** List the individual departments represented (children, adult, etc.). Approximately how many persons are served in each department? List the number of paid staff and/or volunteer workers for each department. What are their duties (be as detailed as possible)? Define the policy in place for substitute workers and breaks for regular workers. (If your local church (or selected church) does not provide for this, record your interview with the person or persons in charge of the educational ministry of your local church (or selected church).)

c. **Survey the use of curriculum resources for each department of your local church (or selected church).** How is the curriculum chosen for each department? Who orders the material? What type(s) of supplies are routinely ordered for the curricula? What allowances are made in the church's budget for materials? Who makes the decisions regarding curriculum (brand or companies, theological/Biblical depth, topics, etc.)? Are the sources used compatible with your denominational doctrines and church polity?

d. **Who oversees the work of Christian education in your local church (or selected church)?** Is there a paid staff position? How are volunteer workers recruited, selected, and retained? Is there a training program in place for each department? List the details of the training program. How often and when is training offered for volunteer workers? What kinds of materials are used in training? (If no or minimal training is offered in your local church (or selected church), record your interview with the person or persons in charge of recruitment and maintenance of volunteers.)

e. **Detail the architecture of the educational ministry of your local church (or selected church).** How many "learning areas" are available for the educational ministry of your local church (or selected church)? How are these areas divided among the various departments of the educational ministry? How many persons will comfortably fit in each area? What kind of equipment is utilized in each area (chairs, tables, podiums, chalk boards, technology and type of technology, etc.)? How are classes/special events scheduled for each learning area so that learning areas are not duplicated in being assigned each of the classes/special events. Reproduce the "assignment" structure in this paper and for class discussion.

f. **Reproduce the educational ministry budget of your local church (or selected church).** (If none is available, determine with the person(s) in charge of the educational ministry of your local church (or selected church) what the budget should be.) This budget should be as detailed as possible. [Many times there is hesitancy on the part of the leadership to give out a detailed budget in this fashion. Explain this is for a school project and the individual church and leader providing the information will be kept confidential.]

*(5 points for each area researched, 3 points for class discussion/presentation, and 2 points for rules of punctuation, grammar, spelling, sentence construction = 35 points.)*

### **3. Reaction Paper to Three Topical Issues – 20 points**

Students are required to **react to the three** required-reading topics, listed under "Required Reading and Resources." Each reaction should be no less than one-page (or 300 words), the entire paper ranging from three to four pages (typed and

double-spaced) in length. Separating each reaction should be the title of the article to be critiqued in bold print.

Assessment of this exercise is formulated upon the educated response given by the student on the issue discussed in the article. The expectation is that the student is able to identify the crux of each issue discussed with a brief summary of the author's analysis of and solution to each issue. In addition to the summary, respond to the individual issues as requested below:

- a. **Ministry Guidelines to Prevent Child Abuse:** The student is expected to check his/her home state's laws regarding legal requirements for churches to report child abuse. The student is expected to research his/her own local church policy, summarizing its position and steps. Conclude the summary by the student's assertion if the policy is adequate and effective for his/her particular local church. If no policy has been written, the student should state in the reaction paper what steps s/he would take to set up such a policy for his/her local church.
- b. **Right to Witness:** What is the local church policy regarding evangelizing? State the awareness level of the officers/pastor of the local church to legal aid regarding free speech in the student's state, county, city or town. Offer guidelines regarding public "sharing of the gospel" that the student would introduce as the Christian educator of this local church.
- c. **Safe & Legal Church-Related Transportation:** Research the local church's transportation policy for adults, youth, and children. If no policy is in place, state your recommendations for safe transportation for your particular church situation. What general provisions for your local church are in place under its current insurance policy? If there is no insurance policy, scan at least one insurance company on the internet and report what types of provisions are offered for churches (in the form of a brief list). (Merely using the insurance company that author's your required reading is not counted toward your grade on this assignment.)

The outside resources required in the above assignments give the student more of an "educated position" on each topic. Appropriate documentation is required in the form of footnotes or parenthetical references with bibliography (See Turabian for details.).

In class on the respective due dates, these issues and your findings and summaries will be discussed in seminar fashion. **(5 points for each reaction, 3 points for seminar discussion, and 2 points for rules of punctuation, grammar, spelling, sentence construction = 20 points total.)**

**4. *Christian Educator's Ministry Job Description – 5 points (Group Grade)***

During an individual class, students will be divided into groups of 3 or 4 persons each. Together the individuals in each group will write a job description for a local church's Christian education specialist. Considerations assigned per group may be for large, medium, and small churches. The textbook may be used for this assignment, but grading will be based on the originality of the group. Each group will present elements of their job description to the rest of the class. **(5 points total.)**

**5. *Christian Educator's Church Leadership Model – 5 points (Group Grade)***

The class will be divided into several groups of 3 to 4 persons each. The assignment will be to develop an original leadership model for the Christian educator of a local church depending upon its size. Each group will be assigned a different size church, whether large, medium, or small church. Textbooks may be used, but grading will be based upon the creativity of the group to design its own unique model. **(5 points total.)**

**6. *A Church's Educational Ministry Budget – 5 points (Group Grade)***

During an individual class, students will be divided into groups of 3 or 4 persons in order to develop a Christian education ministry budget. Each group will be assigned either a large size, medium, or small church. Each group will present its budget to the rest of the class. **(5 points total.)**

**7. *Christian Educational Ministry Vision Paper – 20 points***

Building on your analysis of the local church, educational ministry paper, conclude in a 3-4 page (double-spaced, typed) paper your vision for a local church educational ministry. What would you change and why in each of the six areas analyzed? Briefly explain your rationale for leaving certain aspects of the educational ministry without changes. Assessment for grading this vision paper will be made upon the student's ability to process through his/her own philosophy of educational ministry and to build upon that philosophy the necessary skeletal structure of an effective educational ministry for a local church setting. **(3 points for each area and 2 points for rules of punctuation, grammar, spelling, sentence construction = 20 points total.)**

***(This assignment (#4.7) is due BY 1:00 P.M. on Wednesday, May 11, 2011. Submission of the assignment may be electronic, fax, or hard copy.)***

## **SEMINARY POLICIES**

### **Language about God and Humanity**

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

### **Conduct in Theological Discussions**

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

### **Incompletes**

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

### **Style and Bibliographical Formatting Requirements**

All papers must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the "Style and Form Standards" (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper's cover page and bibliography are not counted towards page requirements.

## **Plagiarism**

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

*Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.*

*Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.*

*On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.*

*1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.*

*2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.*

*3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.*

*4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.*

*In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:*

*1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.*

*2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.*

*3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.*

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

**NOTE:** Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.

# CE-555 WORK OF THE CHRISTIAN EDUCATOR COURSE SCHEDULE

## SPRING SEMESTER 2011

### READING ASSIGNMENTS IN REQUIRED READINGS AND OTHER ASSIGNMENTS (POSTED ON DUE DATE)

<u>DATE</u>	<u>TOPIC</u>	<u>REQ READINGS</u>	<u>ASSIGNMENTS</u>
2/3/11	Introduction, Syllabus		
2/10/11	Bib/Philo Perspective	Lawson, Ch. 1 Galindo, 17-53	Paper #2.a. Discussion #2.a.
2/17/11	Ever-Expanding Role of CES	Lawson, Ch. 2 Galindo, 67-71	Paper #2.b. Discussion #2.b.
2/24/11	Relationships with Church Staff	Lawson, Ch. 3 Galindo, 55-65	Group: Build Job Description (#4)
3/3/11	Relationships with Volunteer Leaders	Lawson, Ch. 4 Galindo, 7-16	Paper #2.c. Discussion #2.c.
3/10/11	Recruiting the Teaching Staff	Lawson, Ch. 5	
3/17/11	Training Christian Leaders & Teachers	Lawson, Ch. 6 Galindo, 73-94	Paper #2.d. Discussion #2.d.
3/24/11	Relationships with Church and Community	Lawson, Ch. 7	Paper #2.e. Discussion #2.e.
3/31/11	Female/Male CES Denominational Preference	Lawson, Ch. 8 Galindo, 103-113	Group: Build Leadership Model (#5)
4/7/11	A Future Look	Lawson, Ch. 9	
4/14/11	CES Faces Legal Issues	3 Internet Articles	Reaction Paper (#3) Seminar Discussion
4/21/11	<b>EASTER BREAK</b>		

<u>DATE</u>	<u>TOPIC</u>	<u>REQ READINGS</u>	<u>ASSIGNMENTS</u>
4/28/11	CES Crunches Budgets	Galindo, 95-101	Paper #2.f. Discussion #2.f. Group: Build Educational Ministry Budget (#6)
5/5/11	Catch-Up Day On Lecture Material Questions, etc.		
5/11/11 <b>Wednesday</b>	NO MEETING NO FINAL EXAM		Vision Paper (#4.7) <b>DUE BY 1 P.M.</b> <b>(EITHER</b> <b>ELECTRONIC</b> <b>FORMAT, FAX,</b> <b>OR HARD COPY</b> <b>UNDER OFFICE</b> <b>DOOR)</b>



## Reference List

## CE-555 WORK OF THE CHRISTIAN EDUCATOR

Professor  
M. Jerdone Davis,  
Ed.D.

Anthony, Michael J. *The Effective Church Board: A Handbook for Mentoring and Training Servant Leaders*. Eugene, OR: Wipf & Stock Publishers, 1997.

Bruce, Barbara A. *7 Ways of Teaching the Bible to Adults*. Nashville, TN: Abingdon Press, 2000.

Edge, Findley B. *Teaching for Results, Rev. ed.* Nashville, TN: Broadman & Holman Publishers, 1995, 1999.

Emler, Donald G. *Revisioning the DRE*. Birmingham, AL: Religious Education Press, 1989.

Ferguson, Duncan S., and William J. Weston, Eds. *Called to Teach: The Vocation of the Presbyterian Educator*. Louisville, KY: Geneva Press, 2003..

**Galindo, Israel. *A Christian Educator's Book of Lists*. Macon, GA: Smyth & Helwys Publishing, 2003.**

Gangel, Kenneth O., and James C. Wilhoit, Eds. *The Christian Educator's Handbook on Adult Education*. Grand Rapids, MI: Baker Books, 1993.

Hendrix, John D. *Nothing Never Happens: Experiential Learning and the Church*. Macon, GA: Smyth & Helwys Publishing, 2004.

**Lawson, Michael S., and Robert J. Choun, Jr. *Directing Christian Education: The Changing Role of the Christian Education Specialist*. Chicago, IL: Moody Press, 1992.**

Mazur, Cynthia A., and Ronald K. Bullis. *Legal Guide for Day-to-Day Church Matters*. Cleveland, OH: United Church Press, 1994.

Rogers, William B. *Being a Christian Educator: Discovering Your Identity, Heritage, and Vision*. Macon, GA: Smyth & Helwys Publishing, 1996.

Tidwell, Charles A. *The Educational Ministry of a Church: A Comprehensive Model for Students and Ministers*. Nashville, TN: Broadman & Holman Publishers, 1996.

Westing, Harold J. *Church Staff Handbook: How to Build an Effective Ministry Team*. Grand Rapids, MI: Kregel Publications, 1985, 1997.

Williams, Dennis E., and Kenneth O. Gangel. *Volunteers for Today's Church: How to Recruit and Retain Workers*. Grand Rapids, MI: Baker Books, 1993.

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman Publishers, 1999.