



MA-RE in Holistic Child Development

. . . equipping students to be child advocates, teachers, and practitioners with the gifts, skills, and commitment to care for children inside and outside the church.

**Asia-Pacific Nazarene Theological Seminary (APNTS)
Compassion International (CI)**

Introduction

This academic program is a result of the Global Consultation on Academic Programs in Holistic Child Development held in Chiang Mai, Thailand on May 13-17, 2007 sponsored by Compassion International¹ and Fuller Theological Seminary. Thus, a unique partnership exists between Asia-Pacific Nazarene Theological Seminary² and CI. The Master of Arts in Religious Education³ in Holistic Child Development⁴ is envisioned to emphasize the biblical, theological, ecclesiastical, contextual, ministerial and missiological dimensions as the bases of HCD in its curriculum and in the teaching and learning process.

Program Description

The MA-RE in HCD is an academic endeavor with careful insight on the balance between the theory and praxis of holistic child development. Contextual and theological issues on holistic child development are basically intrinsic in its operations as these are fundamental to formal graduate education.

Holistic Child Development curriculum includes the following possible levels of course work and practicum: (1) graduate certificate in HCD with 18 units; (2) MA-RE in HCD with 48 units; and could work towards proceeding to (3) Doctoral Program in HCD (60 units inclusive of dissertation).

“Let the children come to me,” so says Jesus Christ, the Master Teacher (Matthew 19:13-15; Mark 10:13-16). The Prophet Elijah said to the widow, “Give me your son” (1 Kings 17:19). The Bible is ever challenging the Christians across the centuries the world over to open the doors for the children to come in. There is so much in the church and in the hearts of Christians for yet another child to find hope.

All children, rich or poor, are at risk.⁵ Culturally, children are marginalized. Even though a third of the world’s population is composed of children, yet seminaries have given little attention to their care. In a sense, children are the biggest ‘people group’ and yet they have often been marginalized or invisible in the seminaries’ agenda Dr. Dan Brewster calls this the “Great Omission.”⁶

While secular care for children has its place, there is no other proper context for *holistic* child development apart from the church. It is imperative then, to equip the church and her leaders for this awesome responsibility. Brewster comments, “Seminaries are the ‘production line’ for developing leaders for the next generation.” Graduates of the certificate, MA, and Doctoral Program in HCD, the church will be strategic participants with the praises of the children “silencing the foe and the avenger” (Psalm 8:2).

¹Hereafter referred to as CI.

²Hereafter referred to as APNTS.

³Hereafter referred to as MA-RE.

⁴Hereafter referred to as HCD.

⁵Daniel Brewster, *Child, Church, and Mission: A Resource Book for Christian Development Workers* (Compassion International, 2005), 16.

⁶Brewster, Dialogue with Seminary Leaders for Holistic Child Development (December 5, 2007).

Rationale

The MA-RE in HCD is a research-oriented degree that builds on an earned certificate of Holistic Child Development. Graduates of this program qualify to teach at the undergraduate level of instruction, to act as advocates, spokes-persons, leaders, managers, and facilitators to ministering with and through children both inside and outside the church. It is intended for (1) those who engage in quality and original research in a specific academic discipline, (2) for church leaders who believe in the importance of children both in the local context and the global scheme, and for (3) those who are advocates and practitioners on behalf of children at risk.

Background and History

Programming for Holistic Child Development is becoming common place in seminaries around the world. The MA Program in Holistic Child Development, begun at the Malaysia Baptist Theological Seminary (MBTS) in Penang, Malaysia in 2001, was created in response to the biblical mandate to care for children. To date, over 300 students who have taken courses in HCD from more than 20 countries around the world. HCD programs have also been established in seminaries in South America, such as SEMISUD, and other Christian academic and theological institutions in Asia, Africa, and the Caribbean region.

Programs in HCD are now being developed in seminaries around the world. The expectation is that seminaries will include such programs in their curricula in order to ensure that future church leaders are equipped to become leaders in all aspects of HCD in church and para-church organizations.

On December 5-6, 2007, a dialogue was held by seminary key leaders and CI to develop an HCD program at APNTS. During the consultation done on the APNTS campus, the group⁷ formulated initial courses for the HCD program. The program began with the certificate level with modules in summer of 2008. The group commissioned Dr. Nativity Petallar to collaborate with Dr. Cunningham, Rev. Dan Balayo, and CI to work on courses that will be suitable for the MA in HCD as well as for the Doctoral Program in HCD. There is now a sense of anticipation as this program begins to unfold.

Program Mission

To equip students with the gifts, skills, and commitment to be child advocates, teachers, and practitioners, caring holistically for children inside and outside the church.

Program Vision

In response to God's heart for children, APNTS HCD graduates will be leaders, teachers, advocates and practitioners on behalf of needy children, understanding the biblical and strategic significance of children and having the ethos and mindset for holistic ministries to and with children.

⁷The group was composed of Dr. Theresa Lua, Prof. Rovina Hatcher, Dr. Dan Brewster, Menchit Wong, Dr. Floyd Cunningham, Dr. Nativity A. Petallar, Dr. Robert Donahue (on Skype), and Mrs. Calm Mijares (secretary).

Program Values

PROGRAM VALUES

The program will function on the following values:

- Christ-centered education.** Program participants are always led to the realization that in ministering to children, Jesus Christ reigns supreme and that every child will be led to a personal relationship of Jesus
- Holistic approach to ministering to “the least of these” (Mark 9:37).** A holistic approach treats the physical, emotional, and social needs of children as well as the spiritual. The Bible says, “So Jesus grew both in height and in wisdom, and he was loved by God and by all who knew him,” (Luke 2:52, NLT). The curriculum will take into consideration various aspects of child development for holistic ministry.
- Intentional and strategic intervention for children in crisis and at risk.** Program participants will be challenged to engage Bible-based, professional and relevant interventions that would enable children to grow up in the fear and knowledge of the Lord so they, too, could minister to others including their families, friends, and others around them.
- Learning for life contexts.** Classroom interactions are always culture sensitive and instruction, scholarly research, and major projects will always be geared towards various of areas of ministries with children.
- Developmental orientation.** Attention will be given to development theories and processes within a biblical framework and their implications to ministry. This is intrinsically related to the concept of the individual worth of each child and the value of giving every child respect and consideration.

Program Objectives and Competencies

On completion of the MA-RE in HCD, students will:

1. Create initiatives for ministering with children as felt needs are identified through research and experience (Missions, Practical Ministry)
2. Holistically engage in teaching children at different levels of ministry with informed, , relevant, and intentional strategies for growth and development (Personal Growth/Leadership)
3. Identify the needs, characteristics, potential, developmental tasks of the child, and develop strategies to enable the child to have a living relationship with Christ in light of Scripture, culture, and theology (Anthropology/Theology/Christian Education, Communication)
4. Look closely at the internal, social, familial, societal, psychological, and other factors: which have direct or indirect impact on children at risk (Sociology)
5. Develop a theoretical/conceptual framework/model/processes in working with children in crisis (Child Development/Psychology)

Program Structure

The program curriculum comprises of 48 master-level credits. Students write a thesis on topics related to holistic child development which counts for three credit units. Students are given a maximum of five years of continuous enrolment to complete the program.

The HCD program fits with the APNTS and our Wesleyan heritage in the sense that we believe in educating the “whole” person. Compassionate ministries and children have always been an integral part of the Wesleyan impulse. John Wesley endorsed the Sunday School in the late 18th century which started to teach children, who worked during the week, to read. Later it evolved to teach the Christian faith.

HCD is a new and vibrant issue the world over. The Asia-Pacific and beyond have workers who are passionate to work with children in crisis yet do not have the content, theories, theology, and relevant interventions for going about it. Thus, this course will be a beacon that will prepare these workers for holistic ministry with and through children. HCD strikes the balance between theory and praxis. In addition to the academic units students, a practicum will require a minimum of 200 hours of concrete encounters and service work with children, enabling them to apply what they have learned in the the classroom.

MA-RE in HCD (Course Sequence)

Required Courses: 18 (from Certificate of HCD, including practicum)

SUMMER MODULES

| | |
|---|----------|
| Summer module 1: | |
| Child, Church and Mission | 3 |
| Holistic Nurture of Children | <u>3</u> |
| | 6 |
| Summer Module 2: | |
| Child in Changing Contexts and Cultures | 3 |
| Approaches to Holistic Ministry with Children | 3 |
| Practicum | <u>3</u> |
| | 9 |

FIRST YEAR

| | |
|--|----------|
| Semester I: | |
| Methods of Research | 3 |
| Theological Foundations of Ministry | 3 |
| Required Cognate: OT Studies | <u>3</u> |
| | 9 |
| Semester II: | |
| Required Cognate: NT Studies | 3 |
| Required Cognate: Doctrine of Holiness | 3 |
| Qualitative Research or Statistics | <u>3</u> |
| | 9 |

SECOND YEAR

Semester I:

| | |
|---|--------------------|
| Thesis Seminar | 3 |
| Community Transformation and Development Learners With Special Needs | 3 <u>3</u> 9 |
| Semester 2: | |
| Thesis Writing | 3 |
| Unregulated Elective | <u>3</u> 6 |
| Total | 48 units |

CE Concentration in HCD

| | |
|-----------------------------------|-------------|
| (I) BASIC COURSES | (9) |
| (II) MAJOR FIELD OF CONCENTRATION | (18) |
| (III) REQUIRED COGNATES | (9) |
| (IV) THESIS | (6) |
| (V) OTHER REQUIREMENTS | (6) |
| TOTAL | (48) |

Basic Courses (9)

1. Methods of Research (3)
2. Statistics or Qualitative Research (3)
3. Theological Foundations of Ministry (3)

Major Field of Concentration (18)

1. Child, Church and Mission (3)
2. Holistic Nurture of Children (3)
3. Approaches to Holistic Ministry with Children (3)
4. Child in Changing Contexts and Cultures (3)
5. Learners with Special Needs (3)
6. Community Transformation and Development (3)

Required Cognates (9)

1. OT Studies (3)
2. NT Studies (3)
3. Doctrine of Holiness (3)

Thesis (6)

1. Thesis Seminar (3)
2. Thesis Writing (3)

Other Requirements (6)

1. Unregulated Elective (3)
2. Practicum (3)

Admission Requirements

PREREQUISITES FOR ENTRY INTO THE PROGRAM

Since HCD is under APNTS' Christian Education Department, students interested entering into the program needs to go through the prerequisites for entry into the MA-RE program. The MA-RE program is built upon the student's background in ministerial education, Christian Education (BRE or BA in Education) or secular education (BSED or AB Psychology). The pre-Seminary requirements apply with the exception of the NT Greek requirement. Thus those students coming from secular backgrounds are still required to have had at least Introduction to Theology and Biblical Introduction. These courses may be taken at APNTS at the graduate level, but will not be counted toward the degree. If a student takes Introduction to Theology or one of the Biblical Introduction courses to fulfill a pre-seminary deficiency, he or she must take additional courses in Christian Faith and history and/or Biblical studies.

It is further required that all students entering the program have had a minimum of nine (9) hours of Education courses. These are prerequisites for all MA-RE courses. If any of these have not been taken at the undergraduate level they must be taken at the graduate level in the students' first semester, but will not count toward the degree.

Particularly, in relation to HCD, students who apply should have a:

- Portfolio that includes

- evidence of English abilities (a test of English is required – the student should have the equivalent of 550 [paper-based TOEFL])
- evidence of experience working with children in crisis

Administration

Program Committee for MA-RE in HCD:

- Director: Dr. Nativity A. Petallar
- Christian Education Department, APNTS
- Dr. Dan Brewster, Compassion International/Malaysia Baptist Theological Seminary
- Mrs. Carmen Menchit Wong, Compassion International

Course Descriptions

A. Basic Courses (9 credits)

Methods of Research (RE101) (3 credits)

Orients the student to research methods and procedures applicable to theological studies, including religious education and Christian communication.

Qualitative Research (RE221) (3 credits)

Provides a philosophical perspective for qualitative research methods, and involves practical training in multiple methods, including participant observation, interviews and focus groups, open survey/questionnaires, discourse analysis, document and content analysis, case studies and analysis of the collected data. Explores the practical use of these research methods.

or

Statistics (RE211) 3 credits

Provides practical training in quantitative educational research tools. Students demonstrate ability to correctly apply selected statistical tools appropriate for research.

Theological Foundations of Ministry (CE103) (3 credits)

Explores how theological perspectives are rendered in Christian education. Students will examine how their understanding of God, humankind, sin, salvation, grace, the work of the Holy Spirit, human freewill, and other concepts affect their views of teaching and learning Christian education. Allows the students to explore what one's theological understanding looks like in the local church and the broader community.

B. Major Field of Concentration (18 credits)**Child, Church and Mission (CE300) (3 credits)**

Provides an overview of holistic child development, the Biblical foundations for children's ministries, the roles and responsibilities of the church in caring for children, and the place of children's ministries as strategies and resources for missions. This course develops awareness of contemporary church and mission issues and strategies in order to understand how ministries with children fit into this broader picture, and helps the students grasp the global and eternal significance of their ministries.

Holistic Nurture of Children (CE345) (3 credits)

A careful examination of the holistic development of children which includes perspectives on developmental, psychological, physical, cognitive, socio-emotional, moral, and spiritual aspects of growth. The course examines specific settings for ministry including the home, church, and the Christian school and the impact these settings have on the lives of children. Models and interventions to minister with children are also explored together with curriculum redesign. The course creates awareness and enumerates strategies regarding the significant roles of parents, pastors, teachers, and the faith community towards nurturing children according to biblical principles.

Approaches to Holistic Ministry with Children (PM311) (3 credits)

Provides a broad framework for assessing, identifying and applying various types of micro to macro-level intervention strategies with children. These strategies refer particularly to children at risk, due to poverty and other hostile environments. Students will be expected to use analytical thinking in examining the various issues and contexts where children face risk. They will be exposed to various Christian ministries that provide holistic intervention strategies with children in different settings. Through class discussions, ministry exposure, casework and group projects, students will build competency in designing and formulating contextually appropriate intervention strategies that are grounded on Biblical principles of holism and child development.

Child in Changing Contexts and Cultures (CE303) (3 credits)

Examines the variables that influence and bring change for children in contexts and cultures. It is concerned with what is done for and to children, but especially what children do, initiate, influence, participate in and lead. It draws from a wide spectrum of foundations and perspectives including biblical, theological and anthropological, philosophical, psychological, educational and historical.

Learners With Special Needs (CE51) (3 credits)

Surveys the information regarding learners with special needs including possible causes and characteristics of exceptionalities, educational intervention, available resources, referral processes, family involvement, modification of environment, curriculum, the advocacy role and legislative issues. Learner's social, emotional, learning, and behavioral difficulties will be examined and treatment needs defined according to an ecological, multi-systems, developmental framework. Relationships of home, school and community contexts will be offered. Students create a resource to be used with learners with special needs. Actual and direct ministry with the community of learners with special needs is required.

Community Transformation and Development (PM136) (3 credits)

Studies community transformation through evangelism and discipleship. Emphasizes gospel presentation and obedience to the commands of Christ. Explores how the church can meet the spiritual, social, physical,

emotional, intellectual, and economic needs of people and how Christians can better help people in their communities.

C. Required Cognates (9 credits)

Old Testament Studies (B11) (3 units)

Examines current research regarding the text, canon, language, geography, archeology, history and literature of the Old testament. Gives special attention to the unifying themes of its message.

New Testament Studies (B101) (3 units)

Examines correct research regarding the text. Canon, language, geography, archaeology,, history, and literature of the New Testament. Give special attention to the unifying themes of its message. Studies the methods, tools and problems of interpreting and exegeting the New Testament.

Doctrine of Holiness (T11) (3 units)

Examines the biblical theological foundations, and prevalent interpretations, of the Wesleyan doctrine of entire sanctification.

D. Thesis (6 credits)

Thesis Seminar (RE301) (3 credits)

Guides students as they undertake a thesis of original research into a given problem arising from biblical, theological, historical, practical or other areas of divinity studies. (Prerequisite: RE101, English Proficiency, and the completion of at least 24 hours).

Thesis Writing (RE302) (3 credits)

Mentors students as they draft theses, (Prerequisite: RE301)

E. Other Requirements (6 credits)

Unregulated Elective (3 credits)

Holistic Child Development Practicum (CE351) (3 credits)

Practicum affirms the importance of practice in the learning process. Though the HCD program is generally weighted knowledge, the practicum plus theology electives provide the balance. The practicum requirements include concrete encounters and acts of service with children at risk from a theological perspective. The latter is important as HCD seeks to contribute toward practices that are “truthful” to God’s view of children. The practicum, therefore, is an experiment for students to link practice with sound theology of children. Students shall participate in an average of 200 hours of ministry for a period of one year of actual concrete encounters and service work with children.

**LIST OF POSSIBLE UNREGULATED ELECTIVES
FOR M.A. (RE) IN HOLISTIC CHILD DEVELOPMENT**

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|---|--|
| Adult Ministries in the Church | Legal, Ethical, and Political Issues in Leadership |
| Audio Media Production 1, 2, or 3 | Life-Span Development |
| Biblical Studies | Organizational Leadership |
| Children in the Church | Pastoral Care & Counseling |
| Christian Communities of Practice | Perspectives in World Christian Movement |
| Christian Faith & Heritage | Script Writing |
| Christian Ministries and Healing Grace | Small Group/Cells in Christian Ministry |
| Communication in Christian Ministry | Social Psychology of Communication |
| Contemporary Preaching 1, 2, or 3 | Social Psychology of Communication or |
| Creating and Teaching Simulations and Case Studies | Spiritual Formation 1, 2, or 3 |
| Cultural Anthropology | Spiritual Formation in the Family |
| Curriculum Design 3 | Strategic Planning for the Institution |
| Curriculum Theory and Analysis | Systematic Theology I, II, or III; |
| Drama for Children | Teaching in Higher Education |
| Early Childhood Christian Education | Teaching the Bible with Youth and Adults |
| Ethnomusicology | Technology Planning for the Administrator |
| Evaluation and Measurement | Theology of Mission |
| Evangelism | Theology of Work |
| Folk Religion | Theories and Processes of Communication |
| Hinduism and Taoism | Theories of Learning |
| History of Missions | Traditional Media |
| History of Nazarene Missions | Values and Moral Development |
| Independent Study in CE | Visual Media Production |
| Instructional Design | Wisdom Literature |
| Instructional Methods and Technologies for Children | World Christianity |
| Instructional Methods and Technology | Worship and Music Leadership |
| Intergenerational Ministries | Youth and the Church |