

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY
Division of Church Music Ministries

MUWM5313-01 Guided Ministry Practicum 3: Worship Teaching and Discipleship
Fall Semester 2015-2016

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SYLLABUS

NOBTS Mission Statement: The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Division of Church Music Mission Statement: Developing excellence in Kingdom-minded music and worship leaders.

NOBTS Core Purpose, Core Values, and Curriculum Competencies Addressed

The purpose of this course is to carry out the mission of NOBTS as is reflected through the following core values and core competencies:

Core Values

1. Spiritual Vitality – *“We are a worshiping community emphasizing both personal spirituality and gathering together as a seminary family for the praise and adoration of God and instruction in His Word.”* (Graduate Catalogue) This course will seek to prepare the student as a worship teacher in the local church context by deepening the student’s awareness of how the worship ministry of the church can potentially aid the spiritual growth process of the congregation.
2. Servant Leadership – *“We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.”* (Graduate Catalogue) The course expects to enhance the student’s understanding of worship ministry as a context in which s/he can selflessly serve Christ and His Church
3. Mission Focus– *“We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.”* (Graduate Catalogue) This is the core value focus for the NOBTS 2015-16 academic year. This core value will be regularly highlighted in the course by helping students see the vital connection between worship, discipleship, and missions ministries in the local church.

Core Competencies

1. Disciple Making- to stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
2. Spiritual and Character Formation- to provide moral leadership by modeling and mentoring Christian character and devotion.
3. Worship Leadership— to facilitate worship effectively.

Course Description

In this course the student will acquire skills in developing and implementing a worship education curriculum in the local church. Building upon reading and research, the student will spiritually equip a group of participants within the local church through designing and leading a series of worship discipleship sessions. A faculty mentor and a field mentor will be available to the student throughout the process of the course.

Student Learning Outcomes

At the conclusion of the course, the student should be able to achieve the following:

1. Through reading, research, and discussion with mentors, the student should have a solid understanding of basic principles related to a Biblical understanding of worship, as well as how those principles relate to the ongoing spiritual growth of individuals and the church as a whole.
2. Through the process of designing and leading a series of worship discipleship teaching sessions, the student should gain skill in the application of basic worship principles to everyday life.
3. Through designing and leading a series of worship discipleship sessions in the church, the student should learn to facilitate the spiritual growth of believers by engaging them in the task of translating Biblical worship principles into the context of their daily lives.

Course Teaching Methods

Student learning outcomes will result from the following course methodologies: textbook reading and discussion, personal interviews with an approved field mentor in worship/music ministry, web-based conferences with the Faculty Mentor and peers, and the assignment of designing and leading a series of teaching sessions in the local church context.

Textbooks/Resources

Required:

- Cosper, Mike. *Rhythms of Grace: How the Church's Worship Tells the Story of the Gospel*. Wheaton, IL: Crossway Books, 2013.
- Kendall, R. T. *Before the Throne: A Comprehensive Guide to the Importance and Practice of Worship*. Nashville, TN: Broadman & Holman, 1993.
- Noland, Rory. *Worship on Earth as It Is in Heaven: Exploring Worship as a Spiritual Discipline*. Grand Rapids, MI: Zondervan, 2011.
- Peterson, David. *Engaging with God*: Downers Grove: InterVarsity Press, 1992/2002.

Choose one of the following:

- Harland, Mike and Stan Moser. *Seven Words of Worship: The Key to a Lifetime of Experiencing God*. Nashville, TN: Broadman & Holman, 2008.
- Allen, Nan Corbitt. *The Words We Sing: Bringing Meaning to Worship*. Kansas City, MO: Beacon Hill Press, 2010.
- Abernethy, Alexis D. *Worship that Changes Lives: Multidisciplinary and Congregational Perspectives on Spiritual Transformation*. Grand Rapids, MI: Baker Academic, 2008.
- Additional articles/course content as assigned will be posted in Blackboard.

Course Requirements (please consult the course calendar for due dates for all assignments):

1. Students should logon to Blackboard (www.nobts.blackboard.com) and enroll for the course at the beginning of the semester. The required pass code for enrolling in the course on Blackboard will be sent to the students upon registration in IQ Web. Blackboard will provide the platform for the course structure, including announcements and information. All course assignments should be uploaded to this site in the appropriate folders.
2. An initial video-conference (WebEx) meeting with the student will be scheduled for the first week of the course (Time/Date TBA).
3. Students will read four required texts during the semester and one optional text (see textbook list above). Additional articles may be assigned by the professor. The student will prepare a summary paper for three of the required texts and the optional text (Cosper, Abernethy, Noland). The summary should include the bibliographic information on the text, a paragraph general overview of the content of the book, and a paragraph summary for each chapter in the text summarizing the main ideas in each chapter. **See Course Schedule for due dates.**
4. Formal book review. The student will write a formal book review of the text *Engaging with God* by David Peterson. Guidelines for this assignment will be provided in course materials in Blackboard. **See Course Schedule for due dates.**
5. The student will be given occasional assignments for discussion with others in the course throughout the semester via Blackboard.
6. Students will meet with the Faculty Mentor eight times during the semester via Webex for dialogue on reading assignments, written assignments, and debriefing interviews with field mentors. Dates and times for these meetings will be scheduled individually with each student.
7. The student will personally interview an experienced field mentor (worship leader/minister of music) on assigned topics related to *worship teaching and discipleship* three times during the semester. The student should write a thorough report of the discussion with the field mentor. Additionally, the student will debrief the interviews with the faculty mentor during the semester for the purpose of discussion and feedback relevant to the student's progress toward the student learning outcomes. The field mentor must be approved in advance by the faculty mentor (see attached field mentor requirements).
8. Students will design a series of four teaching sessions focusing on worship education and how the spiritual discipline of worship can enhance spiritual growth. The designs will be written in a lesson plan format, including (1) concepts to be engaged, (2) specific learning outcomes for the teaching module, (3) teaching outline, and (4) resources used in preparing the lesson. **See the Course Schedule for due dates.**
9. The student will enlist a group of participants (four or more persons) from the church body and lead the four sessions designed in (8) above. At the conclusion of all sessions, the student will write a reflection paper regarding the teaching-learning experience. Lesson plans and the reflection paper will be submitted as separate assignments. **See the Course Schedule for due dates.**

Course Evaluation

Summary outlines of assigned texts (3) and optional text	20%
Participation in web-meetings with faculty mentor (8)	10%
Formal book review of <i>Engaging with God</i>	10%
Field mentor interviews/written reports (3)	30%
Written lesson plans (4) for teaching sessions	20%
Teaching series reflection paper	10%

Course Schedule

Week of	Course topic	Reading Assignments	Projects Due*
Aug 24-30	Web-meeting with faculty mentor	Cosper, Ch 1-3	
Aug 31-Sep 6		Cosper, Ch 4-7	
Sep 7-13		Cosper, Ch 8-10	Summary outline for text (Cosper) due Fri, Sep 11
Sep 14-20	Web-meeting with faculty mentor (Thu, Sep 17 1:00pm)	Peterson, Ch 1-2	Meeting w/faculty mentor Field mentor report #1 due Fri, Sep 18
Sep 21-27		Peterson, Ch 3-4	Teaching outline #1 due Fri, Sep 25
Sep 28-Oct 4	Web-meeting with faculty mentor (Thu, Oct 7, 1:00pm)	Peterson, Ch 5-7	Teaching outline #2 due Fri, Oct 2
Oct 5-11	Web-meeting with faculty mentor TBD	Peterson, Ch 8-10	Meeting w/faculty mentor Teaching outline #3 due Fri, Oct 9 Book review (Peterson) due Fri, Oct 9
Oct 12-18		Noland, Ch 1-4 Kendall, Ch 1-5	Field mentor report #2 due Fri, Oct 16 Teaching outline #4 due Fri, Oct 16
Oct 19-25	FALL BREAK NO ASSIGNMENTS		
Oct 26-Nov 1	Web-meeting with faculty mentor TBD	Noland, Ch 5-8 Kendall, Ch 6-10	Meeting w/faculty mentor Summary outline for text (Noland) due Fri, Oct 30
Nov 2-8		Kendall, Ch 11-15	Field mentor report #3 due Fri, Nov 6
Nov 9-15	Web-meeting with faculty mentor (Thu, Nov 12, 1:00pm)	Kendall, Ch 16-20	Meeting w/faculty mentor
Nov 16-22		Kendall, Ch 21-26	Summary outline for text (Kendall) due Fri, Nov 20
Nov 23-29	THANKSGIVING NO ASSIGNMENTS		
Nov 30-Dec 6	Web-meeting with faculty mentor TBD		Meeting w/faculty mentor Summary outline for optional text due Fri, Dec 4
Dec 7-10			
Dec 11-17	FINAL EXAM WEEK		Teaching series reflection paper due Fri, Dec 11

*Other weekly assignments will be made in Blackboard throughout the duration of the course.

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](tel:504.816.8180) - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

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Field Mentor Guidelines
Guided Ministry Practicum Track Courses
New Orleans Baptist Theological Seminary
Division of Church Music

Introduction

Thank you for agreeing to provide an invaluable resource to our graduate students in worship ministry—you and your ministry experience!. We are committed to helping students in our degree programs (Master of Arts in Worship Ministries/Master of Divinity with a specialization in Worship Ministries) achieve a high level of excellence in the practice of ministry. The students are serving in worship ministry positions in local congregations, and they are committed to furthering their educational development and refining skills for ministry enhancement. You should experience a deep sense of fulfillment in Christian ministry as you interact with one of these exceptional students. Thank you for your willingness to serve.

Your assignment will be to make yourself available to share your ministry experiences with the student (in person or via phone call) during the semester as part of the student's course requirements. The student will expect to converse with you a few times during the semester to discuss issues related to worship and music ministry in the local church. The student should initiate the scheduling of the interviews. You are not expected to monitor the student's assignments in the process; rather, your willingness to provide insight for worship ministry-related topics will be very helpful as a part of the student's learning process. These guidelines should help you to understand the nature of the work and your role in the process.

Role of the Field Mentor

The Field Mentor is a volunteer who serves as a valuable ministry resource for the student during the semester in which the guided ministry practicum course is being offered. This person will provide insight and the benefit of ministry experience for the student on selected ministry topics via phone and/or face-to-face interviews with the student. Approximately *three* conversations is the expectation during the semester.

Qualifications of the Field Mentor

The Field Mentor must be qualified to provide personal insight for worship/music ministry for the student on the field during the semester course. This person could be a Minister of Music, Worship Pastor, or a convention leader in the area of worship/music ministry with at least five years of full-time ministry experience. Significant educational training (at least a master's degree) is required.

Responsibilities of the Field Mentor

- The Field Mentor agrees to offer his time and ministry without financial compensation.
- Agrees to be interviewed by the student by phone or in person approximately three times during the semester.
- Expects to encourage the student in personal spiritual development.
- Agrees to share ministry insights on topics assigned to the student through

personal interview initiated by the student.

- Will report progress to the Faculty Mentor (if requested).
- Will communicate any concerns to the Faculty Mentor.
- Agrees to maintain a supportive role in the contract relationship.

The Field Mentor/Student Agreement

The Field Mentor/Student Agreement Form documents the agreement between the student and Field Mentor to engage in meetings for the purposes of interview and discussion of assigned topics during the semester-length course.

Special Thanks

Thank you for your willingness to invest in this student in such an important endeavor. The student has made a serious commitment in time, effort, and money to pursue this degree. Your contribution as a resource for this course is important. While there is no financial compensation, the reward of sharing your ministry and leadership insight with the student is valuable. You will be making a difference in his or her life and ministry in the future. We thank you for your willingness, commitment, and investment. Once again, thank you!