



MUWM5313 Guided Ministry Practicum 3: Worship Teaching and Discipleship New Orleans Baptist Theological Seminary Division of Church Music Ministries Spring 2019

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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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Doctrinal Integrity*.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Worship Leadership, Disciple-Making, and Spiritual and Character Formation.

Course Description

Through 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.

Embedded Assignment

This course has no embedded assignment.

Textbooks

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 (student's choice):

- Harland, Mike and Stan Moser. *Seven Words of Worship: The Key to a Lifetime of Experiencing God*. Nashville, TN: Broadman & Holman, 2008.
- Harland, Mike. *Worship Essentials: Growing a Healthy Worship Ministry without Starting a War!* Nashville: B & H, 2018.
- Luz, Manuel. *Honest Worship: From False Self to True Praise*. Downers Grove, IL: IVP Books, 2018.
- Powers, Mark C. *Going Full Circle: Worship that Moves Us to Discipleship and Missions*. Eugene, OR: Resource Publications, 2013.

Course Teaching Methodology

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 experience of designing and leading a series of teaching sessions in the local church context.

Course Requirements

1. Please consult the course calendar for due dates for all assignments.
2. Students should logon to Blackboard (www.nobts.blackboard.com) and enroll for the course at the beginning of the semester. Blackboard will provide the learning platform for the course structure, including announcements and information. All course assignments should be uploaded to this site in the appropriate folders.
3. An initial video-conference (Bluejeans) meeting with the student will be scheduled the first week of the course (Time/Date TBA).
4. 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 each of the required texts and the student's choice text. 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 section in the text summarizing the main ideas in each chapter. For the student's choice text, each student will present a brief overview of the book to fellow students in one of the video conference sessions. **See Course Schedule for due dates.**
5. Students will meet with the Faculty Mentor and others in the class six times during the semester (via wBluejeans) for dialogue on reading assignments, written assignments, and debriefing interviews with field mentors. Dates and times for these meetings will be scheduled at the beginning of the semester.
6. 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).
7. 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.**
8. 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.**

Evaluation of Grade

Summary outlines of assigned texts (4) and optional text	40%
Participation in web-meetings with faculty mentor (6)	10%
Field mentor interviews/written reports (3)	15%
Written lesson plans (4) for teaching sessions	20%
Teaching series reflection paper	15%

Course Schedule

Unit/Date	Course topics/Web conference meetings	Reading Assignments	Projects Due
1/Jan 21-27	Course Overview with professor (Bluejeans)	Cosper, Ch 1-3	Bluejeans mtg (TBA)
2/Jan 28-Feb 3	Historical foundations of worship	Cosper, Ch 4-7	
3/Feb 4-10	Historical foundations of worship	Cosper, Ch 8-10	Summary outline for text (Cosper) due Mon, Feb 11
4/Feb 11-17	Web-conference (Bluejeans) with professor Worship in the Old Covenant Worship as honoring, serving, and fearing the Lord	Peterson, Ch 1-2	Field mentor report #1 due Mon, Feb 18
5/Feb 18-24	Jesus and the New Temple; Jesus and the New Covenant	Peterson, Ch 3-4	Teaching outline #1 due Mon, Feb 25
6/Feb 25-Mar 3	Web-conference (Bluejeans) with professor Worship as honor and service in the NT; Worship in the Pauline epistles; Edification and the gathering of the Church	Peterson, Ch 5-7	
7/Mar 4-10	Worship in Hebrews; Worship in the Revelation; New Testament worship- a summary	Peterson, Ch 8-10	Teaching outline #2 due Mon, Mar 11 Summary outline for text (Peterson) due Mon, Mar 11
8/Mar 11-17	Web-conference (Bluejeans) with professor Growing as a private worshiper;	Noland, Ch 1-4	Field mentor report #2 due Mon, Mar 18
Mar 18-24	SPRING BREAK NO ASSIGNMENTS		
9/Mar 25-31	Growing as a corporate worshiper	Noland, Ch 5-8	Teaching outline #3 due Mon, Apr 1 Summary outline for text (Noland) due Mon, Apr 1
10/Apr 1-7	Worship: empty form or true worship?	Kendall, Ch 1-5	Field mentor report #3 due Mon, Apr 8
11/Apr 8-14	Web-conference (Bluejeans) with professor Worship and prayer	Kendall, Ch 6-10	Teaching outline #4 due Mon, Mar Apr 15
12/Apr 15-21	Worship as a lifestyle	Kendall, Ch 11-15	
13/Apr 22-28	Worship and spiritual disciplines	Kendall, Ch 16-20	Summary outline for optional text due Mon, Apr 29
14/Apr 29-May 5	Web-conference (Bluejeans) with professor Worship as it is in heaven	Kendall, Ch 21-26	Optional text presentations to group Summary outline for text (Kendall) due Mon, May 6
May 6-9	Finalize final paper		Teaching series reflection paper due Fri, May 10
May 10-15	FINAL EXAMS		

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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 - 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/STUDENT AGREEMENT

STUDENT: _____ NOBTS-ID: _____
TELEPHONE: _____ E-MAIL: _____
COURSE: _____ SEMESTER _____

(After initial conversation with a potential Field Mentor, the student should complete the above information and then submit the form and a copy of the Field Mentor Guidelines to the mentor. The Field Mentor should sign and date the form and return it to the student along with a personal vita. The student then should forward the form and vita to the professor for the course.)

FIELD MENTOR: _____

I have reviewed the Field Mentor Guidelines and agree to serve in such capacity during the current semester. I am attaching a copy of my vita as required by the Division of Church Music Ministries.

_____ Signature	_____ Position/Place of Service	_____ Date
_____ Address	_____ City/State/Zip	
_____ Phone	_____ Email	

Completed forms should be returned to the professor for the course by email or at the following address:

Professor Name
NOBTS
Church Music Division
3939 Gentilly Blvd.
New Orleans, LA 70126

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!