



Adult Education CEAD 9401  
Ph.D. Seminar  
New Orleans Baptist Theological Seminary  
Christian Education Division

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Thursdays 1-9; Fridays 8-11  
(9/23-24, 11/4-5, 12/2-3)

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*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.*

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### **Purpose of the Course and Core Value Focus**

The purpose of this course is to provide quality theological education for students in the area of advanced administration skill in the context of the local church. The course will emphasize the seminary's core value for 2010-2011, mission focus. The seminary's 2009-2010 core value was spiritual vitality. For those who participated in the Bible reading plan, the conclusion is attached.

### **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

1. *Interpersonal Skills:* Understand how to build relationships with other ministry leaders within the local church.
2. *Servant Leadership:* Determine how the local church leaders can serve one another while still providing the appropriate leadership required for the local church at large.
3. *Spiritual and Character Formation:* As a leadership team intentionally "grow up in all things into Him who is the head – Christ" (Eph. 4:15b, NKJV).

### **Course Description**

This seminar is designed to investigate current trends and challenges in the education of and ministry to adults in local churches, specific ministry situations, and the denomination. Special attention will be given to critical issues in adult education and to the implementation of a comprehensive approach to adult education. Attention will be given to the history and

fundamental principles of adult education and to adult learning theory. In addition, specific attention will be given to special populations of adults such as single adults, senior adults, and post-moderns

### **Learning Objectives**

By the end of this seminar, the student should be able to:

1. Describe the complexity of today's adults.
2. Identify the scope of adult education and ministry.
3. List historical features and persons of adult education.
4. Discuss the critical issues facing adult Christian education.
5. Identify current trends in the field of adult Christian education.

### **Course Teaching Methodology**

This course will utilize a lecture and interactive discovery-learning format.

### **Required Readings**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified. All texts should be read prior to the first day of seminar (9/23/10).

### **Required Texts**

Cranton, Patricia. *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults, 2nd ed.* San Francisco: Jossey-Bass Publishers, 2006.

Hanson, Amy. *Baby Boomers and Beyond: Tapping the Ministry Talents and Passions of Adults over 50.* San Francisco: Jossey-Bass Publishers, 2010.

Knowles, Malcolm S. *The Modern Practice of Adult Education: From Pedagogy to Andragogy, rev. ed.* New York: Cambridge, 1988.

Melick, Jr., Richard R. and Shera Melick. *Teaching that Transforms: Facilitating Life Change Through Adult Bible Teaching.* Nashville: B & H Academic, 2010.

Merriam, Sharan B., Rosemary S. Caffarella, and Lisa M. Baumgartner. *Learning in Adulthood: A Comprehensive Guide, 3rd ed.* San Francisco: Jossey-Bass Publishers, 2006.

Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults, 3rd ed.* San Francisco: Jossey-Bass Publishers, 2008.

## Assignments and Evaluation Criteria

The following learning activities and assessments are to be completed as described below by the scheduled dates.

### **Assignment Formatting**

- Unless otherwise noted, type all assignments according to Turabian format.
- All papers must be written in third person.
- Use 12 point Times New Roman font.
- Use the same number of references as assigned pages.
- Use correct spelling and grammar.
- Use proper pagination.
- Include your name on the *Cover Page*.
- Staple assignments together as necessary or as required (*no report covers please*).
- Write the *full* assignment.

### **Required Assignments Summary – 100 points**

*All students must register for this course on Blackboard and complete all pre-work required on the site. Directions for registering and submission of papers will be provided at the beginning of the semester. Submission of the following assignments will be via Blackboard.*

- Adult Education Theory Critical Reflection Paper and Presentation - 30 points: **Due: 9/23**
- Adult Education Model Paper and Presentation - 30 points **Due: 11/4**
- Adult Education Handbook for Ministry Paper and Presentation - 40 points: **Due: 12/2**

### **Requirements prior to first seminar meeting:**

- During the first two weeks of the semester, introduce yourself to the class and post any questions regarding the syllabus on the designated discussion boards on Blackboard.
- Prior to the first seminar, students should participate in threaded discussions on each textbook. Assigned students (as posted on Blackboard discussion boards) will be responsible for introducing three to four questions per book as threaded discussion and for reacting to comments posted by seminar participants. All questions should be posted by September 3. Faculty will stay in the background except for occasional comments.

### **Adult Education Theory Critical Reflection Paper and Presentation - 30 points**

The student will create a critical reflection paper synthesizing 12 – 15 adult education theories derived from the course readings as well as personal research, ministry and life experience. (The student must be able to validate his or her experience.) These principles will guide the student in the understanding, evaluation, and research of education and discipleship systems utilized in local churches, Christian organizations, denominational entities, and Christian higher education institutions with preference given to their own personal ministry settings. The length of this paper should be suitable to sufficiently cover the topic. Please do not ask the professors or your colleagues for a specific page length. The student will present their research findings via PowerPoint during the seminar. **Pay close attention to the Assignment Formatting section of this syllabus!**

### **Adult Education Model Paper and Presentation- 30 points**

The student will use the revised principles from the previous paper in the creation of a adult education model for use in an approved ministry context; i.e.; local churches, Christian organizations, denominational entities, and Christian higher education institutions Effective direction should be given for the reader to be able to utilize and implement this model in his or her own respective ministry. The length of this paper should be suitable to sufficiently cover the topic. Please do not ask the professors or your colleagues for a specific page length. The student will present their research findings via PowerPoint during the seminar. **Pay close attention to the Assignment Formatting section of this syllabus!**

### **Adult Education Handbook for Ministry Paper and Presentation - 40 points**

Utilizing the two previous papers the student will create an extensive handbook that will cover what he or she considers to be the important principles of adult education and how these principles will be implemented within a specific ministry context. Further instruction will be given during the seminar. The length of this paper should be suitable to sufficiently cover the topic. Please do not ask the professors or your colleagues for a specific page length. The student will present their research findings via PowerPoint during the seminar.

### **Classroom Decorum**

Participation is required for every course session due to the interactive learning format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full course session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook.
- To turn off cell phones and not to accept any phone calls and text messages during class.
- To use laptops appropriately during class.
- ***Please remember you are PhD students!***

### **Course Policies**

The following policies will to be observed in the duration of this course:

#### **Absences and Late Assignments**

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted at the beginning of the seminar on the day due. No grades of Incomplete will be issued for this course.

**Professors' Covenant**

The intent of this syllabus is to accurately provide the course description, learning objectives, readings, assignments and evaluation standards, course policies, reference list, and other information necessary for students to appraise the course. During the course of the term, the professors will relate to each student as an individual. Moreover, they reserve the right to amend any part of this syllabus, as they may deem necessary due to events and circumstances that transpire during the semester, with the exceptions of increasing the assignments or expectations of the course.

**Student's Covenant**

I have received a copy of the syllabus for Adult Education CEAD 9401 for the Fall 2010 semester. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand, agree and realize that I am entirely responsible for completing to the requirements in this syllabus. I will be faithful to the tasks before me.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Selected Bibliography

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- Anderson, Robert C. *Circles of Influence*. Chicago, IL: Moody Press, 1991.
- Ashhenas, Ron, Dave Ulrich, Todd Jich, and Steve Herr. *The Boundaryless Organization: Breaking the Chains of Organizational Structure*. San Francisco: Jossey-Bass Publishers, 1995.
- Augsburger, David. *Caring Enough to Confront*. Pennsylvania, Scottsdale: Herald Press, 1981.
- Banks, Robert, and Bernice M. Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids: Baker Academics, 2004.
- Barber, Cyril J. *Nehemiah and the Dynamics of Effective Leadership*. Neptune, NJ: Loizeaux Brothers, Inc., 1991.
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- \_\_\_\_\_. *Without a Vision, the People Perish*. Glendale, CA: The Barna Research Group, Ltd., 1991.
- Bass, Benard M. *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. 3<sup>rd</sup> ed. New York: Free Press, 1990.
- Beck, John D.W. and Neil M. Yeager. *The Leader's Window: Mastering the Four Styles of Leadership to Build High-Performing Teams*. New York: John Wiley, 1994.

Bennis, Warren. *On Becoming a Leader*. Reading: Addison-Wesley Publishing Company, Inc., 1989.

\_\_\_\_\_ and Patricia Ward Bierderman. *Organizing Genius: The Secrets of Creative Collaboration*. Massachusetts: Addison-Wesley Publishing Company, Inc., 1989.

\_\_\_\_\_ and Joan Goldsmith. *Learning to Lead: A Workbook on Becoming a Leader*. Reading: Addison-Wesley, 1994.

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- Finzel, Hans. *The Top Ten Mistakes Leaders Make*. Colorado Springs, CO: Victor Books, 1994.
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## **Bible Reading Plan**

### **August 23-31, 2010**

- 23 Micah 5:1-7:20; Revelation 14:1-20; Psalm 145:14-21; Proverbs 31:10-12  
24 Nahum 1:1-3:19; Revelation 15:1-16:11; Psalm 146:1-10; Proverbs 31:13-14  
25 Habakkuk 1:1-3:19; Revelation 16:12-17:8; Psalm 147:1-6; Proverbs 31:15-17  
26 Zeph 1:1-3:20; Revelation 17:9-18:8; Psalm 147:7-14; Proverbs 31:18-19  
27 Haggai 1:1-Zechariah 1:21; Revelation 18:9-24; Psalm 147: 15-20; Proverbs 31:20-22  
28 Zech 2:1-6:15; Revelation 19:1-21; Psalm 148:1-6; Proverbs 31:23-25  
29 Zech 7:1-10:12; Revelation 20:1-21:4; Psalm 148:7-14; Proverbs 31:26-27  
30 Zech 11:1-14:21; Revelation 21:5-27; Psalm 149:1-9; Proverbs 31:28-29  
31 Malachi 1:1-4:6; Revelation 22:1-21; Psalm 150:1-6; Proverbs 31:30-31