

SYLLABUS

Adult Education CEAD 9401

A Research Doctoral Seminar

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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 Christian Education Ministries Mission Statement

The mission of the Division of Christian Education Ministries is to equip servant-leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries by stimulating personal and spiritual growth of students and faculty, providing quality academic training, exploring the practical dynamics of Christian Education Ministries, and evaluating all that is done by the Division of Christian Education Ministries using the mission and core values of New Orleans Baptist Theological Seminary.

Purpose of the Seminar

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.

Course Objectives

When participants have completed this seminar, they will 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. Identify current trends in the field of adult Christian education.
5. Discuss the critical issues facing adult Christian education.
6. Provide implementation procedures for adult education in the local church or denominational setting.

Required Textbooks

See texts listed in course requirements Item 1.

Course Requirements

Because of the rebuilding of the New Orleans' campus, some adjustments may be necessary for this seminar. The plan is for primary sessions to be held on Tuesday afternoons from 1:00 - 3:00 p.m. on the New Orleans' campus. Because at least one student may be located in Atlanta, students will be asked to provide electronic copies of papers and other course documents. Instructions will be provided during the first two sessions of the seminar.

Note: It is expected that all papers will be submitted using appropriate form and style, using correct grammar, and giving attention to good scholarship and readability.

(1) **Book Critiques:** Each student will read the three required textbooks listed below. For each of the three books the student is to prepare a three page critique of the book that includes a brief summary, strengths and weaknesses of the author's presentation, areas of personal agreement or disagreement, and application of the ideas presented to the student's personal ministry situation. Each critique should begin with a complete bibliographic entry. Portions of these book critiques will be utilized in class discussions. Students should be prepared to discuss the content fully.

Knowles, Malcolm S., Elwood F. Holton, and Richard A. Swanson. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (6th Edition.). Burlington, MA: Elsevier, 2005. (ISBN 0-7506-7837-2) Be sure to obtain the sixth edition.

Hudson, Frederic M. *The Adult Years: Mastering the Art of Self-Renewal* (revised edition). San Francisco: Jossey-Bass, 1999. (ISBN 0-7879-4801-2)

Merriam, Sharan B. and Rosemary S. Caffarella. *Learning in Adulthood: A Comprehensive Guide*, 2nd ed. San Francisco: Jossey-Bass, 1999. (ISBN 0-7879-1043-0)

Note: Additional book required for Assignment 5. See below.

(2) **Adult Education Essay:** Each student will submit a two to three page essay defining adult education that deals with the complexities and challenges of the definition. Delineate adult education from higher education, occupational or vocational education, and human resource development. Include a discussion of the question "What makes adult education distinctly adult Christian education?" While personal opinion and observations are welcomed, the essay should utilize a minimum of five credible sources.

(3) **Emerging Trends of Adult Education:** Each student will submit a list of at least five emerging trends in adult Christian education. Each suggested trend should be supported with data - at least five appropriate sources for each trend.

(4) **Critical Issues of Adult Education Paper:** Each student will submit a paper discussing a critical issue of adult education. The paper should be accompanied by a class presentation and discussion. Topics will be selected from a list provided by the professor and in discussion with the professor. The completed paper should be distributed to all seminar participants one week before the scheduled presentation. It is anticipated that the paper will be a minimum of twenty pages utilizing a minimum of fifteen academically credible sources.

(5) **Interactive Model of Program Planning Evaluation:** Seminar participants will use the resource listed below and an evaluation outline provided by the professor to evaluate a significant church or denominational program for adults. Evaluations will be discussed in class as a foundation for critiquing the Adult Ministry Institute and the "Implementation" papers.

Caffarella, Rosemary S. *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers*. 2d ed. San Francisco: Jossey-Bass, 2002 (ISBN 0-7879-5225-7).

(6) **Implementing Adult Education and Ministry Paper:** Each student will submit a paper discussing an aspect of implementing adult education and ministry. The paper should be accompanied by a class presentation and discussion. Topics will be selected from a list provided by the professor and in discussion with the professor. The completed paper should be distributed to all seminar participants one week before the scheduled presentation. It is anticipated that the paper will be a minimum of twenty pages utilizing at least twelve academically credible sources.

● **Alternative Implementation Assignment:** LifeWay Christian Resources is sponsoring a professional seminar for adult denominational and local church leaders-The Adult Ministry

Institute - in Nashville, TN, April 24-25, 2006. Students may elect to participate in this seminar as an alternative to the implementation paper. A five-page reflection and application to ministry context paper will be required for this option. More information will be provided during the first meeting of the seminar. More information is also available at ...

http://www.lifeway.com/ev/events_detail_mainpage/0%2C2232%2CE%253D120%2526M%253D200299%2C00.html

(7) **History of Adult Education Fact Sheet:** Each student will develop a one to two page "fact sheet" of a major event or person in adult Christian education. A list of possible events and persons will be provided.

Course Evaluation

Class discussion and participation	15%
Book Critiques	20%
Adult Education Essay	5%
List of Emerging Trends	5%
Critical Issues of Adult Education	
Paper and Presentation	20%
Interactive Model of Program Planning	
Evaluation	10%
Implementing Adult Education and	
Ministry Paper and Presentation	20%
History of Adult Education	
Fact Sheet	5%

Tentative Class Schedule (Note: Schedule is subject to adjustments.)

January 24	Distribution and Discussion of Syllabus
January 31	Selection of Paper Topics Discussion of Adult Education Essays
February 7	Discussion of Emerging Trends in Adult Education
February 14	Adult Ministry Institute in lieu of session - No N.O. class.
February 21	Book Critique: The Adult Learner (Knowles, et al.)
February 28	Mardi Gras Holiday - No seminar!
March 7	Book Critique: The Adult Years (Hudson)

Book Critique: Learning in Adulthood (Merriam/Caffarella)

March 14 Adult Ministry Institute in lieu of session - No N.O. class.

March 21 No Class - Spring Break

March 28 Critical Issues Paper: _____

Critical Issues Paper: _____

April 4 Critical Issues Paper: _____

Critical Issues Paper: _____

April 11 Critical Issues Paper: _____

Critical Issues Paper: _____

April 18 Interactive Model of Program Planning Evaluations

Implementing Paper: _____

Implementing Paper: _____

April 25 Adult Ministry Institute - Nashville, TN
No seminar in New Orleans - Choice of participation in AMI.

May 2 History of Adult Christian Education-
Presentation of Fact Sheets

May 9 Final
Course Conclusion, Wrap Up - As needed

Potential Topics for Papers and Reports

Critical Issues of Adult Education Paper Topics

Philosophical Foundations of Adult Christian Education: Did Postmodernity
Change Everything?

Laying the Foundation: Biblical and Theological Underpinning for Adult
Christian Education

The New Look of America: The Impact of Cultural and Ethnic Changes on Adult

Christian Education

Cognition: What Do Memory, Intelligence, Learning, and Creativity Have To Do With Adult Christian Education?

Across Generations: Is Adult Christian Education for All Ages?

Teaching and Learning Styles of Adults

Gender Issues in Learning: Are Mars and Venus Really in the Classroom?

Participation Studies in Adult Christian Education: Why Do They Come Anyway?

Adult Development: Determiner, Guide, or Irrelevant Force of Adult Education

The Impact of Technology on the Design and Delivery of Adult Christian Education

Faith Development/Spiritual Development and the Role of Adult Christian Education

Potential Implementing Adult Education and Ministry Paper Topics

The Equipping Church: A Model for Adult Discipleship

Outreach and Evangelism: A Systems Approach for Reaching Post-modern Adults

Program-Driven or Process-Based: Can Adult Education Be Both?

Men's & Women's Ministry: Components of Adult Ministry or an Umbrella?

It's No Longer "One Size Fits All": How Churches Are Grouping Adults For Bible Study

Emerging Senior Adult Ministry for a New Millennium

Ministering and Learning with Today's Young Adults

Ministering and Learning with Single Adults in a Married Adult Church

Culture

Use and Abuse of Small Groups in Adult Education and Ministry

Family Ministry is a Part of Adult Education and Ministry

Mere Talk or Transformational Teaching

Can the "Whole Be Larger than the Parts?" Moving Toward an Integrated,
Intentional Model for Adult Christian Education

History of Adult Education Fact Sheet Topics

Malcolm Knowles

John T. Sizemore

Lyman Coleman

Paul Bergevin

Adult Sunday School Movement in America

Small Group Movement

Chautaugua