



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

PhD Reading Colloquium CESR9302 Discipleship and Ministry Leadership Division

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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 and its ministries.

Purpose of Course

This seminar is designed for doctoral students who are in the residency/candidacy stage of the PhD program. Students should read and discuss the assigned books and as a result be familiar with representative works in the field, thus making them better seminar participants. The purpose will be to enhance the student's understanding of the literature, journals, websites, etc. which will potentially comprise the bibliography of the dissertation.

Our Core Values

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

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.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value for this academic year is *Servant Leadership*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition*: Students will expand their familiarity and knowledge of biblical passages related to the field of Christian education.
2. *Theological and historical perspective*: Students will learn the historical context of disciplines within the field of Christian education and evaluate them within a biblical and Christian framework.
3. *Interpersonal relationships*: Students will increase the perceived value of appropriate and significant relationships within families, churches, and communities.
4. *Spiritual and character formation*: Students will learn the principles from the disciplines studies that encourage spiritual growth and promote Christ-like living.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

Cognitive

- Be familiar with the wider body of resources related to the field of Christian Education.
- Identify 7-10 resources in each specific discipline which will inform in the area of Christian Education

Affective

- Understand the importance of selected resources as they relate to the wider field.
- Associate titles with significant authors in the specific discipline

Psychomotor

- Become conversant in “annotated bibliography” form with the resources.
- Articulate the ideas in conversation with the professor and peers.

Course Teaching Methodology

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

Assignments and Evaluation Criteria

Assignment Formatting

Unless otherwise noted, type all assignments according to Turabian format.

Required Assignments Summary

Teaching Method. This course will be taught through:

Independent reading and evaluation

1. Online dialog with other students and professor
2. On-campus discussion of texts led by students and facilitated by the professor.
- 3.

Course Methodology

1. Discussion of texts led by students and facilitated by the professors.
2. Each student will prepare a book response for each textbook and a discussion guide for the assigned textbooks.

Course Evaluation

Executive Summary	30%
Talking Points	30%
Class facilitation/participation	40%

Seminar Assignments

Students are expected to read all required textbooks and prepare to discuss them during the colloquium meeting. Students have twelve (12) writing assignments as part of this colloquium: 6 Executive Summary, and 6 Talking Points. Specific textbooks from the primary text list will be assigned. We will also in our discussions review the required textbooks in our core masters courses for Foundations and Leadership/Administration.

Executive Summary

Each student should prepare an executive summary on one assigned text book (assigned by the professor) from the required textbook list. The summary should highlight major ideas, specific principles, critiques and criticisms as well as suggested applications to contemporary ministry or teaching contexts.

- A summary template will be made available to all colloquium participants through Blackboard and email.
- These summaries should be posted in the Blackboard course and made available to other students in the discussion board.

Talking Points

Each Student will read and identify at least 10 talking points (key ideas, observations, insights, criticisms, etc.) from each of the required text books (excluding the review and summary). Include a complete bibliographic entry and submit on a single page for each book. A header should include your name, assignment, date, course name. Be prepared to discuss in class.

Class Facilitation/Participation

Each student is expected to participate fully in all colloquium sessions having read assigned texts before the session. Each student will lead the seminar discussion on specific assigned textbooks.

Colloquium Meetings

9:00 a.m. – 11:00 am on 1/26, 2/23, 4/13, 5/11.

Required Texts

Prior to this reading colloquium meeting times, students should have already read and be familiar with texts for that colloquium meeting.

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified. Students will be required to submit an executive summary or talking points for required books.

Required (Educational Foundations)

Christian Education: *Its Mandate and Mission*. Greenville, SC: Bob Jones University Press, 1992.

Gangel, Kenneth O., and Warren S. Benson. *Christian Education: Its History and Philosophy*. Chicago: Moody Press, 1983.

LeBar, Lois E. *Education That Is Christian*. Colorado Springs, CO: Chariot Victor Publishing, 1995, 1989.

Maddix, Mark A. *Practicing Christian Education: An Introduction for Ministry*. Grand Rapids, MI: Baker Academic, 2017.

Pazmiño, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation*. Eugene, OR: Wipf and Stock Publishing, 2002.

Pazmiño, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. 2nd ed. Grand Rapids, MI: Baker Books, 1997.

Church Administration

Anthony, Michael J. and James Estep, Jr. eds. *Management Essentials for Christian Ministries*. Nashville: Broadman and Holman, 2005.

Catron, Jenni. *The 4 Dimensions of Extraordinary Leadership*. Nashville: Thomas Nelson, 2015.

Dimos, Rollie. *Integrity at Stake: Safeguarding Your Church from Financial Fraud*. Grand Rapids: Zondervan, 2016.

Hartwig, Ryan T. and Warren Bird. *Teams that Thrive: Five Disciplines of Collaborative Church Leadership*. Downers Grove, IL: IVP, 2015.

Lawson, Kevin E. and Mick Boersma. *Supervising and Supporting Ministry Staff: A Guide to Thriving Together*. New York: Rowman and Littlefield, 2017.

Scroggins, Clay. *How to Lead When You're Not in Charge*. Grand Rapids: Zondervan, 2017.

Instructions for enrolling in NOBTS Blackboard

(Note: you must be on a computer with Internet access and be connected to the Internet to access NOBTS – Blackboard.)

Step 1: Open your web browser to the seminary home page at <http://www.nobts.edu>

Step 2: Click on the **Blackboard** tab.

Step 3: a. When the new page opens, log in on your account proceed to Step 6. If you do not have an account choose the **Create Account** button on the left.

Step 4: Enter in your information. (Note: Fields with a red asterisk are required fields). When finished entering your information, click **Submit**.

Step 5: When the next page loads, confirming your registration, click **OK**. (Note: You only need to create one account on NOBTS Blackboard. You do not need a new account for each class.)

Step 6: Now, your personal NOBTS – Blackboard home page should appear. To enroll in a class, click on the **Courses** tab at the top of the page.

Step 7: Click on **Browse Catalog Section**, then click on **NOBTS Main Campus and Extension Center**. Choose and click **Doctoral**. Click on **Research Doctoral**.

Step 8: When you find your course, click on the **Enroll** button on the right hand side of the screen. You're course is **CESR9301**.

Step 9: Click **Submit**.

Step 10: Click **OK** when the confirmation page appears.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com

Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

Selected Bibliography

Educational Philosophy and Theory

Bandura, Albert. *Social Learning Theory*

Bloom, Allen. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.

Bruner, Jerome S. *The Process of Education*. Cambridge: Harvard University Press, 1960.

Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.

_____. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston: Allyn and Bacon, 1979

Dewey, John. *Education Today*. ed. by Joseph Ratner. New York: Greenwood Press, 1969.

Elkind, Daniel. *Development of the Child*. 1978

Erickson, Erik. *Identity and the Life Cycle*. New York: W. W. Norton, 1994

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.

Freire, Paulo. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*, trans. by Robert R. Barr. New York: Continuum, 1994.

Lewin, Kurt. *Dynamic Theory of Personality*. New York and London: McGraw-Hill, 1935.

Locke, John. *John Locke on Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Rogers, Carl R. *Freedom to Learn: A View of What Education Might Become*. Columbus, Ohio: C.E. Merrill Pub. Co., 1969.

Thorndike, Edward L. *Human Learning*. Cambridge, Mass.: MIT Press, 1966.

Christian Education Leaders

Bushnell, Horace. *Christian Nurture*. Grand Rapids: Baker Book House, 1979.

Coe, George Albert. *What is Christian Education?* New York: Scribner, 1935.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville: Broadman & Holman, 1995.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987. (ISBN: 9-781-590521380)

Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1994.

Miller, Randolph Crump. *Biblical Theology and Christian Education*. New York: Scribner, 1956.

_____. *Education for Christian Living*. Englewood Cliffs, N.J.: Prentice-Hall, 1956.(1962)

_____. *Christian Nurture and the Church*. 1961

_____. *The Theory of Christian Education Practice: How Theology Affects Christian Education*. Birmingham: Religious Education Press, 1980.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, Grand Rapids, MI: Baker Academic, 2001.

Wyckoff, D. Campbell. *Theory and Design of Christian Education Curriculum*. Philadelphia: Westminster Press, 1961

Gangel, Kenneth O. and Howard G. Hendricks, eds. *The Christian Educator's Handbook on Teaching*. Grand Rapids, MI: Baker Books, 1988.