



**Teaching in Higher Education RDOC 9302
(Counseling Students Only- CACREP Compliant)**
New Orleans Baptist Theological Seminary
Research Doctoral Program
August 3-6, 2020

Donna B. Peavey, BS, MRE, ThM, PhD
Professor of Christian Education
Director of Management and Training, ELC
(504) 282-4455 ext.3741 Dodd: 109
dpeavey@nobts.edu

Randy Stone, BS, MRE, ThM, PhD
Occupying the John T. Sizemore Chair of Christian Education
Director, DEdMin and EdD Programs
Chair, Discipleship and Ministry Leadership Division
Office: Perry R Sanders Center for Ministry Excellence
(504) 282-4455, ext. 8105
rstone@nobts.edu

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values. The core value focus for this academic year is *Mission Focus*. This course supports the five core values of the seminary. *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

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:

1. *Interpersonal relationships*: To perform pastoral care effectively, with skills in communication and conflict management.
2. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion

3. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Course Description

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct a teaching portfolio prepared to present to an institute of higher learning consisting of a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and a video documentation of teaching.

Course Teaching Methodology

Students will engage in discussion boards, class discussion, lecture, hands-on learning in the ITC, online learning, student teaching demonstrations, and individual learning assignments. The workshop meets on the main campus.

Student Learning Outcomes

CES Counseling Students Program Objective:

P.O. 3: Teaching. At the conclusion of the course the student will demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

Signature Assignment

Key Performance Indicator	Learning Experiences	Signature Assignment/Assessments
KPI 3.1: Students will increase their skills and knowledge in teaching methodology, use of visual aids, vocal skills, ability to select essential content, utilize effective resources, and utilize the best methods of presentation delivery	Instruction: Reading, class discussion, feedback for draft of micro-teach lesson plan assignment.	Teaching Presentation Rubric

Course Objectives At the conclusion of this course, be able to demonstrate	Learning Experiences	Assessments
1. understanding the best practices regarding teaching and learning experiences CACREP 6.B.3.a, b, c, d, g.	Instruction: Discussion board, writing, 1 page paper; Lecture; Class Discussion; writing, research	*Questions, Quotations & Talking Points Assignment *Course Name and Rationale *The Professional Portfolio Assignment

	Readings: Brookfield; Gabriel; Lawson; Haddock; CACREP 2016 Standards	*Syllabus Development Assignment *Final Lesson Plan *Teaching Presentation *Curriculum Vitae Assignment *Personal Philosophy of Christian Academic Teaching Assignment
2. skill in creating the components of a professional teaching portfolio CACREP 6.B.3.b	Instruction: Discussion board responses; Lectures, Discussion in class; planning lesson plans Readings: Bain; Fink; Haddock	*Discussion Board Responses to <i>What the Best College Teachers Do; Creating Significant Learning Experiences</i> *Final Lesson Plan *Teaching Presentation
3. skill in developing an online teaching environment. CACREP 6.B.3.e.	Instruction: In class discussion; Lectures; Discussion in class; Lesson planning; Teaching Readings: Haddock Ch. 10	*Teaching with Technology Assignment *Final Lesson Plan *Teaching Presentation

Assignment/Requirements & Description	Percentage	Due Date
Reading: *What the Best College Teachers D and Creating Significant Learning Experiences *All other required readings	10%	*2 weeks before workshop *Day 1 of workshop
Pre-Workshop		
Discussion Board: Participate in the assigned discussion boards for two weeks prior to the class meeting. These discussions are an essential component of the course. • July 20 - 26: <i>What the Best College Teachers Do</i> • July 27 – August 2: <i>Creating Significant Learning Experiences</i> *Replying to the Professor’s Post: Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an	10%	July 20-26 July 27-Aug 2

<p>example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.</p> <p>*Replying to the Postings of Your Classmates: In each discussion board you will post a response to one other student's response. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.</p> <p>*The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by WEDNESDAY at 5:00 p.m. CST of each week. Responses to other students' posts must be made by SUNDAY at 11:59 p.m. CST. <i>This assignment is related to Student Learning Outcome #2.</i></p>		
<p>Workshop</p>		
<p>Workshop: QOTP - Questions, Quotations & Talking Points Write a <u>one-page</u> paper in response to <i>The Professor's Puzzle</i> and <i>Teaching Unprepared Students</i>, including each of the following:</p> <p>*<u>Questions</u>: Note the points at which a question comes to mind as you read each text. For each text, write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.</p> <p>*<u>Quotation</u>: For each text, select a quotation that is especially pertinent or relevant to the main points of the readings. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the source.</p> <p>*<u>Talking Points</u>. Write talking points for each text that show that you have thought seriously and critically about the readings. You do not need to answer your question here, but you may talk about it if you wish. Write at least <i>five</i> detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard. <i>This assignment is related to Student Learning Outcome #1.</i></p> <p>*<u>Counseling Students: Please use these instructions for this assignment:</u> Write a one-page paper in response to Preparing the Educator in Counselor Education, Guided Practice Exercise 1.2 (Chapter 1)</p>	<p>10%</p>	<p>Mon, Aug 3</p>
<p>Course Name and Rationale</p>		<p>Mon, Aug 3</p>

<p>NOBTS or Leavell College, which are posted on Blackboard under Course Documents. A textbook(s) must be chosen and reflected in the course schedule. Do NOT use a doctoral seminar syllabus as a template. <i>This assignment is related to Student Learning Outcome #1.</i></p>		
<ul style="list-style-type: none"> • Final Lesson Plan (15%) and Teaching Presentation (15%) Submit the final lesson plan along with the teaching presentation. Lead and record a learning session. Create an unlisted YouTube video and post to Assignments. Instructions for posting the video will be provided. A rubric for this assignment is in Assignment Upload. 	30%	Sun., Sept 13
<ul style="list-style-type: none"> • Curriculum Vitae (10%) Construct a curriculum vitae suitable for submission to an institution of higher learning that reflects your educational experiences and related academic experience. Review the rubric posted on Blackboard prior to developing the CV. <i>This assignment is related to Student Learning Outcome #1.</i> 	10%	Sun., Sept 20
<ul style="list-style-type: none"> • Personal Philosophy of Christian Academic Teaching (10%) Write a first-person, 2-page, and single-spaced personal philosophy of Christian academic teaching. Include each of the elements in the rubric posted on Blackboard. You may also refer to guidelines found at http://ucat.osu.edu/read/teaching-portfolio/philosophy and chapter one, “A Philosophy of Christian Academic Education” in <i>The Professor’s Puzzle</i>, and Chapter 2: Developing a Personal Philosophy of Teaching in <i>Preparing the Educator in Counselor Education</i>. Either APA or Turabian form may be used. <i>This assignment is related to Student Learning Outcome #1.</i> 	10%	Sun., Sept 27

Textbooks

Required

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN: 9780674013254. Kindle edition available.

Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2nd ed. San Francisco, CA: Jossey-Bass, 2013. ISBN: 9781118124253. Kindle edition available.

Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307. Kindle edition available.

Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104. Kindle edition available.

ATS, *New Standards of Accreditation.pdf* (This document is to be voted on in June, 2020).

<https://www.ats.edu/uploads/crediting/documents/final-version-of-standards-policies-bylaws.pdf> (Pages 1-18).

Required for Counseling Students

Haddock, L. R., and Whitman, J. S. (Eds) (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills*. NY, NY: Taylor & Francis Group. ISBN: 9781138684850. Kindle edition available.

Required for Counseling Education and Supervision Students

2016 CACREP Standards <http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf> (Pages 10-14, with special attention to Section 2.F.1-8).

Highly Recommended

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

Obrien, Judith, Barbara Mills, Margaret Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd ed. San Francisco: John Wiley & Sons, 2008. ISBN-13: 978-0470197615. Kindle edition available.

On-line Assessments

Explore the following websites and complete the assessments prior to the class meeting.

- VARK: A Guide to Learning Preferences. <https://vark-learn.com/> Complete the VARK Questionnaire and the VARK for Teachers and Trainers.
- Literacy Works: Multiple Intelligences for Adult Literacy and Education. <https://www.literacynet.org/mi/home.html> (Review the Introduction, Assessment, and Practice sections).

Evaluation of Grade

The final grade will be computed as follows:

Discussion Boards	10%
Teaching with Technology	10%
QQTP	10%
Teaching Portfolio	70%
• Syllabus (20%)	
• Lesson Plan (15%)	

- Presentation (15%)
- CV (10%)
- Philosophy(10%)

This is a pass/fail course. You must earn a final average of 85% or more to pass.

Course Schedule

Date	Assignments
July 20 - 26	“Getting to Know You” Discussion Board What the Best College Teachers Do Professor-led Discussion Board
July 27 – Aug. 2	Creating Significant Learning Experiences Professor-led Discussion Boards;
August 3-6	Class Meeting (see Class Meeting Schedule, pg. 6) Course Name and Rational Due Monday, August 3
August 10	Teaching with Technology Due in Practice Shell
August 14	Micro-Teach Rough Draft Due
August 30	Syllabus Due
September 13	Micro-Teach Final Lesson Plan and Teaching Presentation Due
September 20	Curriculum Vitae Due
September 27	Philosophy of Christian Academic Teaching Due

Class Meeting Schedule

Monday

1:00	Introductions/Course Overview	Drs. Peavey/Stone
1:30	The Big Picture Process Standards Proposed Courses Review	Dr. Stone
3:00	Break	
3:15	Education and the Christian Teacher The Disciplers’ Model The Ethics of Teaching	Dr. Peavey
4:45	Break	
5:45	Domains and Levels of Learning	Dr. Stone
7:00	Break	
7:15	Domains and Levels of Learning, cont.	
9:00	Dismiss	

Tuesday

9:00	Teaching in Multiple Modes Learning Styles/Multiple Intelligences	Dr. Peavey
10:30	Break	
10:45	Teaching Methods – Classroom	

12:00	Break	
1:00	Teaching Methods – Classroom Practice Exercise	
2:00	Creative Learning Assignments/Assessments	
4:30	Dismiss	
<u>Wednesday</u>		
9:00	Construction of a Course Backwards Design	Dr. Stone
10:00	Learner-Centered, Outcomes-Centered Design Constructing <i>Course</i> Outcomes Constructing <i>Session</i> Learning Outcomes	
10:30	Break	
10:45	Learner Center, Outcomes-Centered Design, cont. Practice Exercise	
12:00	Lunch	
1:00	Micro-Teach Lesson Plan Elements	
2:45	Break	
3:00	Lesson Plan and Platform Skills	
4:30	Dismiss	

Thursday

9:00	Deconstruction of a Syllabus	Dr. Peavey
10:30	Break	
10:45	Teaching with Technology Blackboard Instructor Training, ITC	Ben Rhodes
12:00	Dismiss	

Course Policies

Academic Policies: Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

Disabilities and Accommodations: New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the

course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity: The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Grading Scale: This is a pass/fail course. You must earn a final average of 85% or more to pass.

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without

prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and CampusNexus Student: You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard.

You are enrolled in two Blackboard shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation

is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: (See Disabilities and Accommodations) If you need an accommodation for any other special need, please set up a time to meet with the professor(s).

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Selected Bibliography

- Anderson, Lorin, David Krathwohl, Peter Airasian, Kathleen Cruikshank, Richard Mayer, Paul Pintrich, James Rath, and Merlin Wittrock. *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York, NY: Pearson Higher Education, 2013. ISBN-13: 978-0801319037.
- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN-13: 978-0452281370
- _____. *Multiple Intelligences in the Classroom*, 4th ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2017. ISBN-13: 978-1416625094. Kindle edition available.
- Atieno Okech, J.E., and Rubel, D. J. *Counselor Education in the 21st Century: Issues and Experiences*. American Counseling Association, 2018. ISBN-13; 978-1556203763.
- Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass, 2015. ISBN-13: 978-1118450291. Kindle edition available.
- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, MI: Zondervan, 2004. ISBN-13: 978-0310253174. Kindle edition available.
- Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679. Kindle edition available.
- Eng, Norman. *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students*. Norman Eng, 2017. ASIN: B01NCXF8JC. Kindle and audiobook only.
- Greive, Donald, and Patricia Lesko. *A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults*, 7th ed. Ann Arbor, MI: Part-time Press, 2011. ISBN-13: 978-0940017375

- Hendricks, Howard G. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Press, 1987. ISBN-13: 978-1590521380. Kindle edition available.
- Lang, James. *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: The President and Fellows of Harvard College, 2008. ISBN-13: 978-0674047419. Kindle edition available.
- McGuire, Sandra, and Stephanie McGuire. *Teach Students How to Learn: Strategies You Can Incorporate into any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus Publishing, 2015. ISBN-13: 978-1620363164. Kindle edition available.
- McKeachie, Wilbert, and Marilla Svinicki. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*, Fourteenth ed. Belmont, CA: Wadsworth, Cengage Learning, 2014. ISBN-13: 978-1133936794. eTextbook available.
- Mellow, Gail, Diana Woolis, Marisa Klages-Bombich, Susan Restler, and Rosemary Arca. *Taking College Teaching Seriously, Pedagogy Matters!: Fostering Student Success Through Faculty-Centered Practice Improvement*. Sterling, VA: Stylus Publishing, 2015. ISBN-13: 978-1620360804. Kindle edition available.
- Nilson, Linda. *Teaching at its Best: A Research-Based Resource for College Instructors*, 4th ed. San Francisco: John Wiley & Sons, 2016. ISBN-13: 978-1119096320. eTextbook available.
- Obrien, Judith, Barbara Mills, Margaret Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd ed. San Francisco: John Wiley & Sons, 2008. ISBN-13: 978-0470197615. Kindle edition available.
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- Weimer, Maryellen. *Essential Teaching Principles: A Resource Collection for Adjunct Faculty*. Madison, WI: Magna Publications, 2016. ISBN-13: 978-0912150246. Kindle edition available.
- Whitman, J. S., and Hoddock, L. R. *Skill Development in Counselor Education*. NY, NY: Routledge. 2018. ISBN-13 978-1138695556. Kindle edition available.
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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/counselingservices.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