



CEEF6600 Christian Education Proficiency Seminar

New Orleans Baptist Theological Seminary
Christian Education Division

Dr. Randall L Stone, Director of D.Ed.Min Program
Associate Professor of Christian Education
rstone@nobts.edu

Dr. Allen Jackson, Professor of Youth Ministry
ajackson@nobts.edu

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 the Course

This seminar is designed to prepare students for doctoral programs. This seminar can be waived by completing required leveling work and a passing grade on the Entrance Exam. This course is only available to students who have made formal application into a Christian Education doctoral program. Students will enroll in this course through the Christian Education division office.

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 worshiping 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.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. The Core Value for 20xx-20xx is xxxxxxxxxxxx.

Course Description

Students will be expected to read foundational textbooks in the field of Christian Education, synthesize the required reading and communicate the results through written, oral and visual presentations. Four major areas will be studied: historical and philosophical foundations, church leadership and administration, teaching and learning, lifespan development and discipleship. Students will enhance research and writing skills as preparation for doctoral studies. Ph.D. and Ed.D. entrance exam preparation is included in the seminar.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition:* Students will expand their familiarity and knowledge of biblical and theological foundations of Christian Education.
2. *Theological and historical perspective:* Students will learn the historical and theoretical 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.
5. *Disciple Making:* Students will explore principles and strategies designed to stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Student Learning Outcomes

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

1. Demonstrate understanding of Christian Education foundations.
2. Articulate fundamental concepts, ideas, and principles of Christian Education.
3. Demonstrate an appreciation of the field of Christian Education and its value to the local church, denomination, and Kingdom of God.
4. Communicate learned concepts, ideas and principles through oral, visual and written mediums.

Course Teaching Methodology

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

This course will be taught through:

1. Independent reading and evaluation
2. Online dialog with other students and professor

3. On-campus discussion of texts led by students and facilitated by the professor.
4. Preparation of written synthesis papers on Christian Education foundations.

Assignments and Evaluation Criteria

Assignment Formatting

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

Required Assignments Summary

Seminar Assignments

Class Facilitation/Participation

- Each student is expected to participate fully in all seminar sessions having read **assigned** texts before the session.

Book Responses

- Each student should prepare a 3-page response for each **assigned** textbook. These responses are due at the session when the book will be discussed. Responses will be evaluated by the professors.
- A book response (review) is a critical commentary, which involves more than simply summarizing the contents (i.e. don't scan the book and the back cover and look for good quotes to make us think you've read the book—read, underline, outline, take notes, and interact as you read).

Content: The narrative should address the following issues:

- Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
- Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes. Whatever information you use cite parenthetically, i.e. (77-78).)
- Assessment of whether the author succeeded in achieving the purpose of the book.
- Identify the major strengths and weaknesses of the book.
- Locate reviews of the book and summarize some of the viewpoints held by other persons who have evaluated the material.
- Indication of your reaction to the book; how the book has/has not contributed to your insights concerning the subject of the book and your personal ministry. (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).

Primary Paper

Student will submit a 10-12 page paper on assigned topics for each class meeting. The paper will be a synthesis of the assigned reading and complementary research of a particular subtext of the reading. Students are expected to demonstrate academic research, information processing and critical thinking skills. Research and writing instructions will be available during the seminar.

Paper Presentation

Students will present the findings and conclusions from assigned reading and research of an assigned topic for each class meeting. All seminar participants are expected to respond to class discussions and offer constructive criticism of papers and presentations.

Seminar Meetings

Meetings will be held 1:00 – 9:00 p.m. on four selected Fridays during a semester, to coordinate with EdD/PhD schedule. Location is to be determined. Three or four (3 or 4) additional virtual meetings will be conducted through Blackboard as follow up and preparation for campus centric meetings.

Schedule:

Meeting 1: Seminar Introduction and Presentation of Historical/Philosophical Paper,
Discussion of Lifespan Development Reading

Meeting 2: Discipleship Strategies and Lifespan Discipleship

Meeting 3: Church Leadership and Administration, Organizational Leadership

Meeting 4: Teaching the Bible Paper, Seminar Conclusion

Course Evaluation

Papers (20 points each)

Historical/Philosophical Foundations 20%

Lifespan Development and Discipleship 20%

Leadership and Administration Paper 20%

Teaching and Learning Paper 20%

Class facilitation/participation 20%

Required Texts

The following texts and resources will be used during the seminar. Individual students will be assigned selected texts (4) in preparation for each seminar meeting. Students are encouraged to procure all texts as resources for class discussions and personal library.

Meeting 1: Educational Foundations

Historical/Philosophical Foundations

Estep, James R., Michael R. Anthony, and Greg R. Allison. *A Theology for Christian Education*. Nashville, TN: Broadman & Holman, 2008.

Estep, James R. et. al. *CE: The Heritage of Christian Education*. Joplin, MO: College Press, 2003.

Gangel, Kenneth O. and Warren S. Benson *Christian Education: Its History and Philosophy* Wipf & Stock Publishers, 2002.

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective, 4th ed.* Berrien Springs, MI: Andrews University Press, 2006.

Lifespan Development

Kail, Robert, and John Cavanaugh. *Essentials of Human Development: A Life-Span View*. Belmont, CA: Wadsworth Cengage Learning, 2014.

Balswick, Joack, Pamela King, and Kevin Reimer. *The Reciprocating Self: Human Development in Theological Perspective*. Downers Grove, IL: IVP Academic, 2005.

Meeting 2: Discipleship

Discipleship Strategies

Geiger, Eric, Michael Kelley, and Philip Nation. *Transformational Discipleship: How People Really Grow*. Nashville, TN: Broadman & Holman, 2012.

Malphurs, Aubrey. *Strategic Disciple Making: A Practical Tool for Successful Ministry*. Grand Rapids, MI: Baker Books, 2009.

Putnam, Jim. *Real Life Discipleship: Building Churches that Make Disciples*. Colorado Springs, CO: NavPress, 2010.

Putnam, Jim and Bobby Harrington. *DiscipleShift: Five Steps to Help Your Church to Make Disciples Who Make Disciples*. Grand Rapids, MI: Zondervan, 2013.

Lifespan Discipleship

Read Transcript from *Five Views on Infants & Children in the Church* (conference at NOBTS, April 27, 2015)

Electronic document available with professor (Dr Allen Jackson) “A Vision for Child & Youth Discipleship” by Sally and David Michael

Jackson, Allen. *DISCIPLE: The Ordinary Person’s Guide to Discipling Teenagers*. Birmingham, AL: YM360, 2015.

Electronic document available with professor (Dr Allen Jackson) “Narrative Discipleship: Guiding Emerging Adults to “Connect the Dots” of Life and Faith” by Nathan Byrd

Read, Chapter 4, “Implications for an Adult Religious Education for Spiritual Development,” in *The Spiritual Development of Adults in Mid-Life and Spiritual Direction: Implications for Adult Religious Education* (EdD Dissertation, NOBTS)

Meeting 3: Leadership

Church Leadership & Administration

Echols, Steven and Allen England. *Catastrophic Crisis: Ministry Leadership in the Midst of Trial and Tragedy*. Nashville, TN: Broadman & Holman, 2011.

Malphurs, Aubrey. *Being Leaders: The Nature of Authentic Christian Leadership*. Grand Rapids, MI: Baker Book House, 2003.

Welch, Robert. *Church Administration: Creating Efficiency for Effective Ministry, Second Edition*. Nashville, TN: Broadman & Holman, 2011.

Organizational Leadership & Administration

Parr, Steve, ed. *Sunday School That Really Excels: Real Life Examples of Churches with Healthy Sunday Schools*. Grand Rapids: Kregel, 2013.

Taylor, Allan. *Sunday School in HD*. With a forward by Thom S. Rainer. Nashville, TN: Broadman & Holman Press, 2009.

Gladden, Steve. *Small Groups with Purpose*. Grand Rapids, MI: Baker Publishing, 2011.

Meeting 4: Teaching and Learning

Teaching the Bible

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago, IL: Moody Publishers, 1998.

Yount, William. *The Teaching Ministry of the Church*. Nashville, TN: B&H Publishing Group, 2008.

Schedule/Assignments

Date	Textbook Author(s)	Student Assigned