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.

NOBTS Core Values and Core Value Focus

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 2018-2019 academic year is Doctrinal Integrity.
Course Description
Students will explore biblical, historical, philosophical and cultural perspectives relevant to contemporary educational ministry. Students will map the history of Christian education in order to forecast future directions. Students will be expected to articulate foundational philosophies and their impact on contemporary Christian education. Students will identify and distinguish current cultural trends and their impact on educational ministry in the local church. Students will write a personal philosophy of educational ministry.

Student Learning Outcomes
By the completion of the course, each student will be able to demonstrate…
1. Knowledge and understanding of biblical and historical backgrounds of contemporary educational ministry.
2. Understanding of the major philosophical movements and their impact on contemporary education approaches especially applied in Christian educational ministry contexts.
3. The ability to identify cultural trends and their impact on educational ministries in the local church.
4. The ability to write a personal philosophy of educational ministry relevant to his or her ministry context.

Textbooks

Required Texts


Optional Texts


Supplemental Texts
You will be assigned 2-3 additional texts related to contemporary issues with philosophical implications. Relevant texts will be identified and assigned in preparation for the seminar meeting. Topics under consideration include but not limited to: Socialism, Capitalism, Immigration, Constitutionalism, Moral Therapeutic Deism, Patriotism, Materialism, Multiculturalism, Gender Identity, Racism, Federalism, Communism, Sexism, Denominationalism, Environmentalism, Populism, Nationalism and Fascism.

Course Requirements
All papers should be double-spaced and formatted according to current edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

Pre-Seminar Assignments
1. Textbook Reading: You are expected to read the Required Textbooks and thoughtfully consider the questions posed at the end of each chapter. Be prepared to discuss selected questions during the seminar.
2. Executive Summary: You will submit an Executive Summary of one assigned textbook from the Supplemental Texts list. You are expected to use the template provided for this assignment. (The template is available in the seminar blackboard). Specific text assignments will be made before the start of the trimester. You may request a textbook prior to the final assignments. Due Date: April 8, 2019
3. Ten Talking Points: Create an annotated list of 10 Talking Points from a book of your choosing. Book choice must be related to a current social, theological, cultural, political or educational trend. Selection must be approved by the seminar professor(s). Parenthetical citations are permitted for this assignment. Post Talking Points in the Discussion Board and the assignment area of Blackboard.

During the Seminar
4. Class Discussion: You will be expected to contribute to the class discussion based on the textbooks and supplemental reading as well as research and presentations. Due Date: April 10-12, 2019
5. Executive Summary Presentation: You will present the information about your assigned textbook and submitted Executive Summary. Be prepared to lead a class discussion about your assigned book and relevant topics generated by the issues raised in it. Due Date: April 10-12, 2019
6. Educational Ministry Trend Report Presentation. You will generate a brief presentation (including a visual and printed resource) about a specific educational ministry trend of importance for your community and/or context. The presentation should identify, define and describe the trend as well as discernment and speculation of the underlying philosophical issues. Contemporary examples are encouraged. Data and information collected for the presentation should form the foundation for post-seminar assignment #6. The final report should reflect continued research and contributions from seminar engagement. Due Date: April 10-12, 2019
Post-Seminar Assignments

7. Educational Ministry Trend Report. You will generate a 7-8 page report of a specific educational ministry trend of importance for your community and/or context. The report should have three sections. In section one (1.5 – 2 pages) you should identify, define and describe the trend (issue/concern). In section two (2 -3 pages) you will discern and present the underlying philosophical issues (particularly the epistemological and axiological positions.) In the final section (3 pages) you will detail educational ministry implications and propose an intentional approach to addressing the issue or concern. Due Date: June 7, 2019

8. Personal Philosophy. Students will write a Personal Philosophy of Educational Ministry. Explain or provide evidence of how your philosophy affects your preaching style or church programing. This work (10-12 pages) should be typed and double-spaced following the guidelines of the most recent edition of Turabian with the proper NOBTS cover page. See the guide included in this syllabus for further instructions. Due Date: June 28, 2019

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>15%</td>
<td>(pre-seminar assignment)</td>
</tr>
<tr>
<td>Talking Points</td>
<td>10%</td>
<td>(pre-seminar assignment)</td>
</tr>
<tr>
<td>Executive Summary Presentation</td>
<td>10%</td>
<td>(in seminar assignment)</td>
</tr>
<tr>
<td>Ministry Trend Presentation</td>
<td>15%</td>
<td>(in seminar assignment)</td>
</tr>
<tr>
<td>Educational Ministry Report</td>
<td>25%</td>
<td>(post-seminar assignment)</td>
</tr>
<tr>
<td>Personal Philosophy</td>
<td>25%</td>
<td>(post-seminar assignment)</td>
</tr>
</tbody>
</table>

Selected Bibliography


Luther, Martin. A Short Explanation of Dr. Martin Luther’s Small Catechism, ed. by the Evangelical Lutheran Synod of Missouri, Ohio, and other states. River Forest, Ill.: Koehler Pub. Co., 1963.

MacDonald, Heather. The Diversity Delusion: How Race and Gender Pandering Corrupt the University and Undermine Our Culture. New York: St Martin Press. 2018


Perry, Jackie Hill. Gay Girl, Good God: The Story of Who I Was, and Who God Has Always Been. Kindle, 2018


## Presentation Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Good</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review/ Synthesis of Material</strong></td>
<td>Presentation provided <strong>minimal</strong> opportunity for the text/material to be reviewed. Major ideas appeared <strong>disjointed</strong> or were addressed minimally.</td>
<td>Presentation provided a <strong>satisfactory</strong> opportunity for the text/material to be reviewed. Major ideas were identified and discussed.</td>
<td>Presentation provided <strong>substantial</strong> opportunity for the text/material to be reviewed. Major ideas were fully addressed and extended beyond the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The student demonstrated basic knowledge of the text/material main points.</td>
<td>The student articulated the text/material thesis and supporting point(s) through examples and details.</td>
<td>Student demonstrated a thorough knowledge of the text/material. Student was able to answer questions, provide examples, details and references about the text/material.</td>
<td></td>
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<tr>
<td><strong>Engaging and Interactive</strong></td>
<td>The student used traditional methods of presentation. There was <strong>limited</strong> opportunity for interaction and/or critical thinking. <strong>No</strong> variety of learning and teaching styles was evident.</td>
<td>The student used a diverse range of materials and/or activities to examine the text/material. Participants were allowed <strong>some</strong> opportunities for interaction and critical thinking. A <strong>limited</strong> variety of learning and teaching styles was utilized.</td>
<td>The student incorporated dynamic and interesting methodologies in the presentation. Participants were allowed <strong>many</strong> opportunities for interaction and critical thinking. A <strong>wide</strong> variety of learning and teaching styles was utilized.</td>
<td></td>
</tr>
<tr>
<td><strong>Extra Resources</strong></td>
<td>The student provided <strong>limited</strong> outside resources other than the assigned text/material. Resources are <strong>not</strong> necessarily connected to the main topic.</td>
<td>The student provided outside resources other than the assigned text/material. Resources are connected to the main topic.</td>
<td>The student provided <strong>many</strong> outside resources other than the assigned text/material. Resources are <strong>all</strong> connected to the main topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Skills</strong></td>
<td>Presenter could <strong>not always</strong> be heard or understood. The presentation reflected minimal preparation or no teaching plan. Presenter mismanaged the allotted time.</td>
<td>Presenter could <strong>almost always</strong> be heard or understood. The presentation reflected <strong>some</strong> preparation or and a teaching plan. Presenter stayed within the allotted time.</td>
<td>Presenter could <strong>always</strong> be heard and understood. The presentation reflected <strong>extensive</strong> preparation or and a <strong>thorough</strong> teaching plan. Presenter managed the allotted time well.</td>
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<tr>
<td><strong>Total Score</strong></td>
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**Notes/Comments:**
## Rubric for Personal Philosophy Paper CEEF8301

<table>
<thead>
<tr>
<th>ELEMEN T</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding</strong></td>
<td>Shows inadequate understanding of educational philosophy</td>
<td>Shows adequate understanding of educational philosophy</td>
<td>Shows good understanding of educational philosophy</td>
<td>Shows excellent understanding of educational philosophy</td>
<td>____/10</td>
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<tr>
<td></td>
<td>Demonstrates little or no understanding of a philosophy of Educational Ministry</td>
<td>Demonstrates some understanding of a philosophy of Educational Ministry</td>
<td>Demonstrates good understanding and reflection on philosophy of Educational Ministry</td>
<td>Demonstrates excellent understanding and reflection on philosophy of Educational Ministry</td>
<td>____/10</td>
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<tr>
<td></td>
<td>Fails to include Philosophy elements or components</td>
<td>Includes some Philosophy elements or components</td>
<td>Includes most Philosophy elements or components</td>
<td>Includes all Philosophy elements or components</td>
<td>____/10</td>
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<tr>
<td></td>
<td>Provides no scriptural support for any components of the philosophy</td>
<td>Provides scriptural support for some components of the philosophy</td>
<td>Provides scriptural support for most components of the philosophy</td>
<td>Provides scriptural support for each component of the philosophy</td>
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<td><strong>Total:</strong></td>
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<table>
<thead>
<tr>
<th>ELEMEN T</th>
<th>Unsatisfactory 0 - 2</th>
<th>Partially Proficient 3-5</th>
<th>Proficient 6-8</th>
<th>Exemplary 9-10</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td>Shows inadequate integration of biblical theology with philosophy</td>
<td>Shows adequate integration of biblical theology with philosophy</td>
<td>Shows good integration of biblical theology with philosophy</td>
<td>Shows excellent integration of biblical theology with philosophy</td>
<td>____/10</td>
</tr>
<tr>
<td></td>
<td>Makes poor practical application to Educational Ministry</td>
<td>Makes adequate practical application to Educational Ministry</td>
<td>Makes good practical application to Educational Ministry</td>
<td>Makes excellent practical application to Educational Ministry</td>
<td>____/10</td>
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<tr>
<td></td>
<td>Fails to explain ideas clearly and concisely</td>
<td>Explains some ideas clearly and concisely</td>
<td>Explains most ideas clearly and concisely</td>
<td>Explains all ideas clearly and concisely</td>
<td>____/10</td>
</tr>
<tr>
<td></td>
<td>Poor development of personal philosophy of Educational Ministry</td>
<td>Adequate development of personal philosophy of Educational Ministry</td>
<td>Good development of personal philosophy of Educational Ministry</td>
<td>Excellent development of personal philosophy of Educational Ministry</td>
<td>____/10</td>
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<tr>
<td><strong>Total:</strong></td>
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<td></td>
<td>____/40</td>
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<tr>
<td>ELEMENT</td>
<td>Unsatisfactory 0-2</td>
<td>Partially Proficient 3-5</td>
<td>Proficient 6-8</td>
<td>Exemplary 9-10</td>
<td>Points</td>
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<td>Organization</td>
<td>Uses an incoherent structure that fails to group related ideas</td>
<td>Uses an inconsistent structure that attempts to group related ideas</td>
<td>Uses a structure that groups some related ideas in a logical progression</td>
<td>Uses a consistent structure that groups related ideas in a logical progression</td>
<td>__/5</td>
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<td></td>
<td>Demonstrates poor writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates adequate writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates good writing skills: structure, grammar, word usage, spelling</td>
<td>Demonstrates excellent writing skills: structure, grammar, word usage, spelling</td>
<td>__/5</td>
</tr>
<tr>
<td>Style</td>
<td>Shows poor use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows adequate use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows proficient use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations</td>
<td>__/5</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and require revision.</td>
<td>Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.</td>
<td>Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.</td>
<td>Edits the text with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>__/5</td>
</tr>
</tbody>
</table>

Total: /20

Total Score ___/100

Additional Comments:

Professor: _________________________________________
__________________________

CEE8301 Perspectives in Contemporary Educational Ministry