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**
The purpose of this course is to aid the student in the acquisition and development of written communication skills for the purpose of demonstrating the knowledge and skills necessary for age-appropriate curriculum design.

**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. For 2013-2014 academic year that Core Value is *Doctrinal Integrity*.

**Curriculum Competencies Addressed**
New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following curriculum competencies:
1. **Biblical Exposition**: To interpret and communicate the Bible accurately.
2. **Interpersonal Relationships**: To perform pastoral care effectively, with skills in communication and conflict management.
3. **Disciple Making**: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Spiritual and Character Formation**: To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

**Course Description**

A study is made of curriculum development from purpose to method. Variances due to age level and learning domains are considered. Curriculum evaluation and development skills are explored. Prerequisites: CEEF6310 Teaching the Bible

**Learning Objectives**

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of interpreting and communicating the Bible accurately as well as their understanding of age group characteristics to identify curriculum resources strengths and weaknesses.
2. Value the use of age-appropriate and doctrinally-sound curriculum resources for the education ministry of the local church.
3. Be able to evaluate and choose curriculum resources for the educational strategies in the church and be able to adapt existing curriculum resources to align with education ministry purposes.
4. Be able to write a curriculum resource lesson.

**Required Readings**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

**Required Texts**


**Optional Texts**

Course Teaching Methodology

Units of Study
The topics of study that will be covered in the course are as follows: defining curriculum, assessing Christian education curriculum usage and purpose, evaluating and choosing curriculum resources, identifying age group characteristics, the challenges and strategies of adapting existing curriculum resources and writing curriculum resources.

Teaching Method
This course will emphasize a format of teaching and learning including small groups, case studies, lecture, PowerPoint presentations, videos, and analysis of interaction with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student.

Delivery Format
The course will be delivered in the bi-weekly semester-long format with 8 class sessions.

Assignments and Evaluation Criteria
The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning
1. Research Paper: (20%) Due: Unit 3 (insert due dates)
   Students will write a 5-page research paper on the topic of age group characteristics by choosing one of the six age groupings: preschool, children, adolescents, early adulthood, middle adulthood, senior adulthood. Students will use the handout in Christian Educators’ Guide to Evaluating and Developing Curriculum as a starting point and then find at least five additional resources that focus on the selected age group.

2. Textbook Reading: (10%) Due: Unit 4 & Unit 8 (insert due dates)
   Students will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation. The professors reserve the right to monitor reading through a variety of means, such as class assignments, discussion questions, reading percentage, etc. Students will be asked to indicate their reading percentage of the required text the class session before Spring Break and the last class session. **Textbook Reading Assessment will be conducted via Blackboard (online).**

Affective Domain of Learning
3. Historical Development of Curriculum: (20%) Due: Unit 5 (insert due date)
   Students will conduct a curriculum resource search to locate one curriculum resource from each decade of the following decades: 1960s, 1970s, 1980s, 1990s, 2000, and 2010.
Students will complete a comparison of the purpose, content, methods, format, and style of the curriculum resources identifying the similarities and differences from each decade. Be sure to include observations about how technological factors and cultural factors of the decade may have influenced the curriculum design. The comparison paper should be a minimum of 4 pages in length.

**Psychomotor Domain of Learning**

4. **Twelve-Month Curriculum Map:** (25%) Due: **Unit 8 (insert due date)**
   Students will be assigned to a small group and each group will develop a twelve-month curriculum map for a specific age-group. Students will have to provide the rationale and selection of the curriculum resources for a 12-month period (either a calendar year or an academic/school year). The rationale should include an explanation of the annual progression, the objectives/aims of the curriculum, and the factors that influence the curriculum implementation (i.e., teacher, learners, environment, culture, age group, etc.)

5. **Curriculum Resource Lesson:** (20%) Due: **Unit 7 (insert due date)**
   Students will write a curriculum resource lesson for a Christian publisher based upon the guidelines of the company and submit the lesson to the class for critique.

6. **Class Participation:** 5% Due: **Each Class Session**
   Each student is expected to participate fully in class sessions through discussions and activities. This portion of the course grade will be evaluated by the professor with regard to attendance, meaningful participation, activity completion, and evidence of discussion engagement. All students begin with 100 and the class participation grade will be reduced 5 points for each absence and/or when students fail to adhere to the NOBTS Student Handbook policies pertaining to appropriate dress, usage of cell phones, computers and all other electronic devices during class sessions and group activities.

**Course Policies**

The following policies will serve to govern both the student and professor for the duration of this course.

**Assignment Submission**

All assignments are to be submitted at the **beginning** of class on the due date. Assignments not submitted **at the beginning of class** are considered **late** and late assignments will incur an initial 10-point penalty and accumulate a one-point penalty for each additional day. Late assignments are due no later than the final day of class, **no exceptions. If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments.** Late assignments may be submitted to the NOBTS office suite (C-115) located on the opposite side of Johnson Ferry Road from Johnson Ferry Baptist Church. Assignments should **not** be e-mailed to the professor.

**Assignment Format**

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at
Absences
Class attendance is essential for effective learning. Class periods missed because of late enrollment will be counted as absences. Arriving late to class or leaving class early will count as ½ of an absence. According to the NOBTS Catalog, the maximum number of absences without failure for a 2-hour course is six classroom hours (3 class sessions). A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

Classroom and On-line Decorum
Classroom participation is required for every class session due to the nature of the bi-weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a positive attitude and participation are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook (i.e., no ball caps or flip-flops).
- To turn off cell phones and not to accept any phone calls during class.
- To use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

Grading Scale
A 100-93  B 92-85  C 84-77  D 76-70  F 69 and below

Course Evaluation
The professor will prescribe a grade based upon the student’s satisfactorily completion of the following:

- Research Paper 20%
- Textbook Reading 10%
- Historical Development of Curriculum 20%
- Twelve-Month Curriculum Map 25%
- Curriculum Resource Lesson 20%
- Class Participation 5%

Netiquette
Appropriate Online Behavior. 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.
**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.

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**Course Schedule**

*Tentative Class Session Schedule*

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Syllabus Day, Defining Curriculum</td>
<td>By class time, read Chapters 1-2 from <em>Christian Educators’ Guide</em></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Identifying Curriculum Usage &amp; Purpose in Local Church Christian Education</td>
<td>Research Paper Due by class time, read Chapter 3 from <em>Christian Educators’ Guide</em></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Evaluating Curriculum Validating Biblical &amp; Theological Stance</td>
<td>Reading Verification Due by class time, read Chapter 4 from <em>Christian Educators’ Guide</em></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Choosing Curriculum Identifying Age Group Characteristics Students will complete reading verification.</td>
<td>By class time, read Chapters 8-9 from <em>Christian Educators’ Guide</em> Historical Dev. of Curriculum Due</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Adapting Curriculum Resources: The Challenges and Two Strategies</td>
<td>By class time, read Chapters 5-7 from <em>Christian Educators’ Guide</em></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Writing Curriculum Resources</td>
<td>Curriculum Resource Lesson Due by class time, read Conclusion and Appendices A and B from <em>Christian Educators’ Guide</em></td>
</tr>
<tr>
<td>Unit 7</td>
<td>Identifying Bible Curriculum Resources</td>
<td>Twelve-Month Curriculum Map Due Reading Verification Due</td>
</tr>
<tr>
<td>Unit 8</td>
<td><em>Curriculum Resource Lesson Critic Students will complete reading verification.</em></td>
<td></td>
</tr>
</tbody>
</table>

*The professor reserves the right to make changes to the schedule as needed.*

**Students are responsible for all assigned readings. All readings may not be covered in class.**

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**Selected Bibliography**


Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help

Warden, Michael D. Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught. Loveland, CO: Group, 1998.


