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 provide specialized training in ministry to adolescent girls.

**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**

This course will address the following curriculum competencies:

1. *Biblical Exposition*: The student will examine passages of scripture in order to understand the role of mentoring and discipleship between adolescent girls and adult leaders.
2. **Christian Theological Heritage:** The student will explore theological and historical background for evangelical work with adolescent girls.

3. **Disciple Making:** The student will learn to facilitate spiritual growth in adolescent girls through calendaring and implementation of ministry programs, missions, and special events.

4. **Servant Leadership:** The student will discover how to lead adult leaders and adolescent girls toward spiritual maturity and use of spiritual gifts.

5. **Interpersonal Skills:** The student will be challenged to work in teams to research issues pertinent to adolescent girls, and to prepare a presentation related to ministry implications.

6. **Spiritual and character formation:** The student will grow as a Christian woman personally and spiritually as she considers her role as a leader to adolescent girls.

7. **Worship Leadership:** The student will increase skills for leading adolescent girls in the church.

**Course Description**

This course is designed to discuss the importance of ministry to preteen and teenage girls, addressing their multidimensional needs in light of cultural, familial, and relational influences. Strategies for promoting and implementing girls’ ministry will be explored.

**Learning Objectives**

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

1. Students will understand the importance of ministry to preteen and teenage girls.
2. Students will identify the spiritual, physical, mental, emotional, and relational needs of postmodern teenage girls to be met through the local church.
3. Students will study biblical teachings about leadership for girls’ enrichment ministry.
4. Students will develop an enrichment program to meet the unique needs of teenage girls in the local church.
5. Students will discuss various areas of enrichment ministry to teenage girls in the local church (Counseling Issues, Parenting Ministry, Mentoring/Discipleship Groups, Special Events, Support Groups).

**Required Readings**

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


Course Teaching Methodology

Units of Study
The Why and What of Girls’ Ministry
What are the Needs of Teenage Girls?
Beginning a Girls’ Ministry in the Local Church
Counseling Issues Related to Teenage Girls
Parent Ministry Related to Teenage Girls
Girls’ Ministry Ideas
Structuring a Discipleship Program for Girls and Teaching Spiritual Truths
Meeting the Unique Physical Needs of Teenage Girls
Planning Special Events
Working with Your Youth Minister
Group Presentation Plans for Special Events
Resources for Girls’ Enrichment Ministry

Teaching Method. This course will utilize lecture, small group discussion, power point presentations, individual study, and interactive discovery-learning. It will be delivered in-class, hybrid, workshop and/or internet formats.

Assignments and Evaluation Criteria
1. Students will attend class (either in-person or virtually, as dictated by the format of the class).
2. Students will participate in class discussion whether in on-campus class, workshop, or Blackboard discussion boards.
3. Students will read the textbooks as assigned on the schedule and provide a written statement of completion. Periodic quizzes will be employed for ongoing reading accountability.
4. Students will research an issue facing teenage girls, write an 8-10 page paper, and produce a 15-20 minute presentation that informs the topic. A copy of the paper will be submitted to each class member one week before the student’s assigned presentation date. Each team should provide a handout that highlights the issue and points covered in the presentation. Powerpoint, video, and/or other creative teaching tools are encouraged. See Olson’s Teenage Girls for issue ideas (excluding Ch. 3 body issues).
5. Students will plan, implement, and evaluate an event for the teen girls on campus.
6. Students will complete a project proposing a Girls’ Enrichment Ministry program in the church. The written project report should include the following section headings:
   a. Purpose/Rationale of Girls’ Ministry in the local church
   b. Format of the Girls’ Ministry in the local church
   c. Leadership development of the program
d. Proposed annual calendar (to include organization and implementation of mentoring/discipleship groups as well as special events)
   * Name each event, purpose of event (with particular attention to what need it will address), description of theme, and brief overview of planning process
   * Name mentoring/discipleship group(s), purpose of group (with particular attention to what need it will address), target age of group, how long group will meet, what group will study
   * While planning this calendar, consider placement in total youth ministry plan for church

e. Evaluation of Girls’ Ministry (what format or guidelines will you use to evaluate each component you have planned above)

The project report should be ten to fifteen pages, typed and double-spaced, following guidelines in *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian, published by University of Chicago Press.

7. Students will complete a final examination.

If requirements are not received by the end of the semester, the student will receive a course grade of an “F”. Students may request an incomplete in the course in case of emergency. Please see the Graduate catalog for details about the request process.

**Course Evaluation**
The course will follow the grading system for the Graduate school.

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<th>Grade</th>
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<td>A</td>
<td>93-100</td>
<td>Textbooks</td>
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<td>B</td>
<td>85-92</td>
<td>Class Attendance/Event Participation</td>
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<td>C</td>
<td>77-84</td>
<td>Girls’ Enrichment Ministry Project</td>
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<tr>
<td>D</td>
<td>70-76</td>
<td>Final Exam</td>
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<tr>
<td>F</td>
<td>Below 70</td>
<td>Girls’ Issue Paper &amp; Presentation</td>
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**Course Policies**
The student will be expected to have access to online resources to download teaching and presentation documents in the Seminary’s BlackBoard system.

Students who choose to present assignments via electronic mediums need to present those documents in a Microsoft Word (.doc or .docx) format. WordPerfect and PDF files will not be accepted for grade via electronic format.

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.

Course Schedule

Week One
The Why and What of Girls’ Ministry

Week Two
What are the Needs of Teenage Girls?

Week Three
Beginning a Girls’ Ministry in the Local Church (steps)

Week Four
Structuring A Discipleship Program for Girls/Teaching Spiritual Truths

Week Five
Planning Special Events

Week Six
Girls’ Ministry Ideas

Week Seven
Meeting the Unique Physical Needs of Teenage Girls

Week Eight
Counseling Issues Related to Teenage Girls

Week Nine
Counseling Issues Related to Teenage Girls (cont’d)

Week Ten
Parent Ministry Related to Teenage Girls

Week Eleven
Working with Your Youth Minister

Week Twelve
Special Event Evaluation

Week Thirteen
Resources for Girls’ Enrichment Ministry

Week Fourteen
Final Celebration / Review

Selected Bibliography


INTERNET SOURCES

www.girls2women.org       www.girlsofgrace.com
Christian Education Division Syllabus Assessment

COURSE NUMBER CEWM5362 COURSE TITLE Girls’ Enrichment Ministry

LEAD PROFESSOR Dr. Judi Jackson

DATE APPROVED BY CHRISTIAN EDUCATION DIVISION FACULTY ____________________________

The purpose of this assessment is to determine to what extent the course syllabus reflects evidence of intentional and clear attention to ATS/SACS Standards and whether the identified New Orleans Baptist Theological Seminary curriculum competencies and Christian Education degree goals and objectives are met.

EVALUATION OF SYLLABUS COMPONENTS

| Does the course title and number correspond to the catalog | X |
| Is the faculty identified | X |
| Is the mission statement of the Seminary evident | X |
| Is the general statement of purpose of the course succinct and clear | X |
| Is the current academic year Core Value Focus as stated by the President made | X |
| Are Seminary Curriculum Competencies stated – see evaluation in the next section | X |
| Does the Course Description mirror that which is given in the current Academic Course Catalog | X |
| Do Learning Objectives reflect outcome objectives in the three learning dimensions of: Knowledge and Understanding, Affective, and Skill demonstration. | X |
| Are required texts those that have been approved by the CE Division | X |
| Are Units of Study identified in the Teaching Methodology section | X |
| Is the Teaching Method appropriate to the venue in which the course is being taught | X |
| Are Assignments clearly stated. | X |
| Is the scheme for Course Evaluation consistent with the Learning Goals and Objectives | X |
| Are Course Policies reasonable, clearly stated, and define how the professor desires the course to be conducted | X |
| Is there a detailed Course Schedule that ensures students know when the class meets, in what venue it meets, and the expectations of that day stated | X |
| Does the Selected Bibliography reflect a reasonable number of additional texts, manuscripts, publications, and data resources to assist the student in further study | X |

EVALUATION OF SYLLABUS WITH REGARD TO NOBTS CURRICULUM COMPETENCIES

Rate course according to the following scale:
1 = Course does not address competency
2 = Course vaguely addresses the competency
3 = Course contributes to the attainment of the competency
4 = Course focuses teaching toward attainment of this competency

| 3 Biblical Exposition |
| 2 Theological and Historical Perspective |
| 4 Effective Servant Leadership |
| 4 Interpersonal Relationships |
| 4 Disciple Making |
| 2 Worship Leadership |
EVALUATION OF SYLLABUS WITH REGARD TO CE DEGREE OUTCOMES

Rate course according to the following scale:
1 = Course does not address outcome
2 = Course vaguely addresses the outcome
3 = Course contributes to the attainment of the outcome
4 = Course focuses teaching toward attainment of this outcome

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*See the document Christian Education Division Degree Outcomes for details of the expectations

EVALUATION OF SYLLABUS WITH REGARD TO CE CORE COURSE OUTCOMES

Have the elements of learning outcomes that relate to the cognitive domain been adequately addressed and included as goals and objectives*

Is there at least one learning outcome evaluation activity that will test for acquisition of knowledge and understanding of the discipline

Have the elements of learning outcome that relate to the affective domain been addressed and included as goals and objectives*

Is there at least one learning outcome evaluation activity that will test for internalization of the value and appreciation of the discipline

Have the elements of learning outcome that relate to skill development been addressed and included as goals and objectives*

Is there at least one learning outcome evaluation activity that will test for the ability of the learner to synthesize material and make application of the discipline

*See the document Christian Education Division Course Objectives

**Imbedded learning outcome that will appear in each syllabus and that will be evaluated on an annual basis**

Each student will complete a project proposing a Girls’ Enrichment Ministry program in the local church, applying principles related to needs, counseling issues, programming, and special events.

FOR USE BY THE CHRISTIAN EDUCATION DIVISION OFFICE

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<th>DATES REVIEWED</th>
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THE DIVISION OFFICE WILL MAINTAIN A FILE OF THE LATEST VERSIONS OF THE TAUGHT SYLLABUS FOR A THREE-YEAR PERIOD