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
Weekday Early Education Ministries is designed to familiarize students with issues and practices which are fundamental to ministering to and with children the ministry of weekday education.

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 competency:
Disciple Making: Students will be informed about the opportunities to impact the spiritual lives of children and their families through the ministry of weekday early education.
Course Description
During this course the student will explore the field of weekday early education ministries including a study of the biblical philosophy, historical background, facilities, daily programs and overall functioning of weekday education centers for preschoolers (birth through five years) as ministries of the local church.

Learning Objectives
The student will:

1. Appreciate the significance and challenges of weekday early education in the local church.
2. Understanding of the components of quality early childhood education programs.
3. Construct a portfolio of materials that may be used to develop or support a weekday education program.

Required Readings
The following texts and resources are required reading for class discussions and are to be read in their entirety.

Required Reading


National Association for the Education of Young Children at http://www.naeyc.org/positionstatements:
NAEYC Position Papers and Standards: Code of Ethical Conduct and Statement of Commitment (including summaries for adult educators and program administrators); New DEC/NAEYC Position on Early Childhood Inclusion; Technology and Young Children.
Where We Stand Summaries: Curriculum, Assessment and Program Evaluation; Standards for Professional Preparation.
Course Teaching Methodology

Units of Study
Biblical Foundations
Human Growth and Development
Beginning a Program
Budget
Policies
Relationships
The Directors Role
Management (Personnel and Time)
Curriculum
Learning Environment
School Age Programming

Teaching Method. This course will involve lecture, discussion, and field observations, and individual assignments.

Assignments and Evaluation Criteria

The following learning activities are to be completed as described below. Except for the Portfolio, all assignments are to be submitted to the course’s Blackboard by 11:59 p.m. of the due date.

- Annotated Reference Lists – 40 points
- Observations – 20 points
- Portfolio – 35 points
- Attendance/Participation – 5 points

Annotated Reference Lists – 40 points
Read all assigned readings and create a two or three sentence single-spaced annotation for each of the course texts. Each annotation should contain your appraisal and considerations on the text not just a summary of the text. Following the annotation, indicate the percentage of the text read.

Observations – 20 points
Each student is to spend four hours observing in a church weekday early education program or other faith-based program. The student should spend one hour observing each of the following: baby, toddler, two-year, three or four-year classrooms. Record and submit observations. Students will discuss their observations in class on the assigned date.

Portfolio – 35 points
Each student is to compile and organize a Weekday Early Education Ministries Portfolio. The portfolio is to be submitted in a binder and contain that information/material which was received in class as well as through personal research/investigation. Grades will be based on whether the student has included all class handouts and information as well as additional resources accumulated through independent study. Remember, this assignment is designed to be a resource
for you in current and future ministry opportunities. **Portfolios will not be accepted electronically or in portions.**

Sections to be included in the portfolio:
- **Section 1: Administrative Materials**
  - Leadership Styles
  - Forms
  - Philosophy of Early Childhood Education
  - Policies
  - Job Descriptions
- **Section 2: Curriculum**
- **Section 3: Guidance Discipline**
- **Section 4: Program Models (including schedules)**
- **Section 5: Play as a Teaching Tool**
- **Section 6: Environment – Indoor and Outdoor**
- **Section 7: Equipment**
- **Section 8: Working with Parents**
- **Section 9: Evaluation Form**
  - Children
  - Staff
- **Section 10: Budget**
- **Section 11: School Aged Programming**

**Course Policies**

All assignments (excluding the portfolio) are to be submitted to Blackboard by 11:59 p.m. of the date due. **Assignments are not to be e-mailed to the professor or grader.** Late assignments will not be accepted.

Class attendance is essential for effective learning. Students are expected to attend all classes. As per NOBTS policy, students may not miss more than 9 class hours for this course. A grade of F will be assigned to students who exceed that number.

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

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<tr>
<th>Week</th>
<th>Course</th>
<th>Administration</th>
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<tbody>
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<td>Week 1</td>
<td>Introduction</td>
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<td>Week 2</td>
<td>Biblical Foundations</td>
<td>Administrating-Ch 1</td>
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<td>Teaching-Ch. 1-4</td>
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<td>Week 3</td>
<td>Human Growth and Development</td>
<td>Administration-Ch. 2</td>
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<td>Teaching-Ch. 5-11</td>
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<td>Week 4</td>
<td>Beginning a Program</td>
<td>Administration-Ch. 3</td>
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<td>Licensing</td>
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<td>Week 5</td>
<td>Budgeting</td>
<td>Administration-Ch. 9</td>
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<td>Week 6</td>
<td>Policies and Guidelines</td>
<td>Administration-Ch. 4</td>
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<td>Teaching-Ch. 16,17</td>
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<td>Observation Due</td>
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<td>(Baby/Toddler)</td>
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<td>Week 7</td>
<td>Relationships</td>
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<td>Week 8</td>
<td>The Director’s Role</td>
<td>Administration-Ch. 6</td>
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<td>Week 9</td>
<td>Break</td>
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<td>Week 10</td>
<td>Management (Time/Conflict)</td>
<td>Administration-Ch. 7</td>
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<td>Week 11</td>
<td>Personnel and Personnel Policies</td>
<td>Administration-Ch. 8</td>
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<td>Teaching-Ch. 12-15</td>
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<td>Observation Due</td>
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<td>(Two and Three or Four)</td>
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<td>Week 12</td>
<td>Curriculum</td>
<td>Administration-Ch. 10</td>
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<td>Week 13</td>
<td>Environment</td>
<td>Administration-Ch. 11</td>
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<td>Week 14</td>
<td>Learning Centers</td>
<td>Annotated Readings Due</td>
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<td>Week 15</td>
<td>School-age Care (after school)</td>
<td>Portfolio Due</td>
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<td>Week 16</td>
<td>School-age Care (Summer)</td>
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Selected Bibliography


