



CEAD 6250 Adult Ministry in Theory and Practice
New Orleans Baptist Theological Seminary
Christian Education Division
Fall 2013

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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.

Purpose of the Course

The purpose of this course is to familiarize students with adult development theory and the programs, resources, and organizational structures interplay in leading an adult ministry of a local church.

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

The course addresses the curriculum competencies within the area of Christian education and supports interpersonal relationship skills as well by enhancing one's ministerial skills in relating to the adult ministry in the local church.

Course Description

This course focuses on the exploration of foundational theories related to the development, social, cognitive processing, and spiritual needs of adults. A strong emphasis will be placed on how local churches should provide and can implement a complete ministry program for all adults. Special attention will be given to Bible study and discipleship strategies, men's and women's ministries, and the needs of singles and senior adults.

Learning Objectives

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

- Identify and discuss leadership and adult ministry from biblical, historical, demographic, and developmental perspectives.
- Value specific components of adult ministry in the local church setting.
- Utilize administrative procedures in planning and implementing an adult ministry in the local church.

Required Readings

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

Required Texts

Melick, Rick & Shera Melick. *Teaching That Transforms*. Nashville: B & H Academic, 2010. (ISBN: 978-0-8054-4856-6)

Ritzer, George. *The McDonalidization of Society: 20th Anniversary Edition*. Los Angeles: SAGE Publications, 2012. (ISBN: 978-1-4522-2669-9)

Course Teaching Methodology

This course will utilize lecture, group presentations, and an interactive discovery-learning format.

Assignments and Evaluation Criteria

Annotated Reference List – 10% (2 texts x 5% each)

Create a two or three sentence single-spaced annotation for each of the course texts. Each Annotated Reference List should contain the correct format as cited in Turabian (9.36 – 6th edition; 16.2.1 – 7th edition) with the addition of the number of pages of the referenced work at the end of the citation. Each annotation that follows should contain your appraisal and considerations on the text, not just a synopsis of the text. Following the annotation, indicate whether or not you read the text in its entirety. **Due: *December 2.***

Current Cultural Paper – 10%

Write a 5-page paper on an approved current cultural or developmental issue for today's adults. Be specific in what you study and choose a specific age group of adults (young, middle, or late

adulthood). **Proposal due: *September 9***. This paper should include information on the current issue and the implications for ministering to the specific age group. Use at least 5 sources, preferably current (within the last ten years) scholarly books or journal articles. **Paper Due: *October 7***. Utilizing the information from their research, the student will give a 20-30 minute interactive class presentation of their topic via PowerPoint presentation and one-page handout for classmates. **Presentation dates: *October 7 or October 21***. Each student is to submit a copy of his or her handout and PowerPoint presentation electronically to the course's Blackboard ***by 11:59 p.m. on October 6***.

Critical Reflection Paper – 30%

Create a critical reflection paper identifying 8-10 adult education principles that you deem important to adult ministry in the local church. Support your choice of principles with information from the course readings and additional research, as well as ministry and life experiences. (You must be able to validate your experience.) These principles should guide your understanding, evaluation, and research of education and discipleship systems utilized in local churches. Present your findings in a 10-page paper. **Due: *November 18***.

Ministry Model – 30%

Based on the theoretical foundations laid in class, the principles identified in your critical reflection paper, and on personal research, develop a model or matrix of ministry to adults. This model should highlight the principles that you consider important in adult ministry and how these principles can be implemented within the local church. Write a 5-page paper, which provides an explanation and rationale for your model. Your ministry model will be presented in class via 10-minute PowerPoint presentation and one page handout for classmates.

Due Date: Each student is to submit a copy of his or her handout and PowerPoint presentation electronically to the course's Blackboard ***by 11:59 p.m. on December 1***. Further directions regarding this will be provided during class. Presentations will be presented on ***December 2***.

Discussion Threads – 10%

Students should participate in two forum discussions between each 2-week class meeting. The professor will initiate each discussion on Blackboard. Each student must react to each issue or another student's viewpoint on each issue at least three times per discussion thread. The student should post at least six times between class meetings (three times for each discussion). Each participation must include the following to be a valid participation:

1. The student must carefully and completely clarify his/her own opinion.
2. The student should support his/her position doctrinally or Biblically.
3. The student should argue his/her opinion utilizing the texts, points from class presentations, or another credible source. Sources should be cited by Biblical reference, page number, or quote. The professor may intervene during the discussion thread and ask the student for further discussion in order for a participation to count. If the student does not participate or if he/she does not meet the requirements of the participation, they will not receive credit. Participations cannot be made up. They must be submitted in a timely manner (before the next class meeting).

Classroom Decorum – 10%

Participation is required for every course session due to the interactive learning 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 course 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.
- To turn off cell phones and not to accept any phone calls during class.
- To use laptops appropriately.

Final Examination

The professor reserves the right to administer a final exam if the class fails to participate in a manner that is engaging and acceptable.

Course Policies

Late Assignments

Assignments not submitted *on the due dates* are considered late and will be automatically penalized 10% for each date late including weekends. Late assignments will not be accepted one week beyond the original due date, *no exceptions*. ***No grades of Incomplete will be issued for this course. If a late assignment is not received, a grade of “F” is automatically earned for the course.***

Grading Scale

Your final grade will be based on your total accumulation of points as indicated under the *Learning Activities and Assessments* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

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

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.

Attendance

Students are expected to attend class sessions. Students missing more than 2 class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence. You are responsible for signing the attendance sheet.

Writing Guidelines

Guidelines for papers submitted in this course are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. For additional help students are encouraged to consult the *Turabian Tutor*, available at www.nobts.edu/extensions/Orlando.html

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