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 seminar is to provide quality theological education for students in the area of advanced research in the context of the Christian institution of higher 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 2015-2016 academic year that Core Value is *Mission Focus*.

**Curriculum Competencies Addressed**

This course will address the following curriculum competencies: (Include only those competencies address in your course.)

1. *Interpersonal Skills*: Understand how to build relationships with students *Theological and historical perspective*: The seminar will provide an apologetic for the foundational structure of Christian education as it has received its formation from Scriptural reference and applied historically to the modern day.
2. and other colleagues in the context of the institution of higher education.
3. *Servant Leadership*: Determine how the institution of higher education can serve one another while still providing the appropriate leadership and community interaction in the venue of the institution.
4. **Spiritual and Character Formation:** As a leader or member of a consortium of Christian educators, discover how the individual can intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

**Course Description**

Leadership principles, philosophies of Christian higher education, and trends in curriculum are investigated through research and lectures. The roles of the principals in the context of higher education are explored. Papers are presented and discussed, and several leadership theories are evaluated.

**Student Learning Outcomes**

By the end of this seminar, the student should be able to:

1. Provide a historical context for the modern institution of higher education
2. Identify and define the roles of the leadership of an institution of higher education
3. Discuss the context and content of curriculum found in an institution of Christian higher education.
4. Identify and evaluate issues relating to contextual issues as they relate to student and institutional organization, management, and control.

**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**

The following text and resources are required reading for class discussions of assignment one and are to be read prior to the first on-campus seminar meeting.


Optional Texts:
The resident will choose one of the following books to prepare a comprehensive book digest and oral report during the seminar. There will be no duplication of books chosen. Once the roll has been established by the ReDOC Office, an email will be sent by the professor asking for your choice of books.


If more than eight students enroll in the seminar, some then will be allowed to choose a book from the included expanded bibliography.

**Course Teaching Methodology**

**Units of Study:**

- **Unit One:** The role of the Christian Institution of higher education, its history, philosophy and contemporary context.
- **Unit Two:** The role of leadership in the modern institution of Christian higher education.
- **Unit Three:** Contemporary issues in Christian higher education leadership.

**Teaching Method.** The format of the seminar will be that of student report and discussion, expert panel discussion from institutions, and professor engagement.

**Assignments and Evaluation Criteria**

*All students must register for this course on Blackboard and complete all pre-work required on the site. Directions for registering and submission of papers will be provided at the beginning of the semester. Submission of the following assignments will be via Blackboard.*

**Unit One: The role of the Christian Institution of higher education, its history, philosophy and contemporary context: 30 percent of the grade. SLO#1&2**

The resident will be prepared to report findings from assigned texts for this Unit of Study. This will include both the required and optional texts. In particular, questions relating to the historical context of a system of advanced learning as well as the evolution of that construct to the modern institution will be explored. The resident should be capable of discerning philosophical changes that have occurred in the past two centuries in the modern Christian institution.
To complete this assignment, residents will be assigned books to create a two-to-three page book
review paper to be submitted to their colleagues at least one week before the first on-campus
meeting of the seminar. Books will be assigned once the seminar has been established by the
REDOC Office through an on-line meeting of the seminar.

The student will review 8 of the required texts and 1 option text. The following review
methods should be used at least once to cover the 9 reviews.

Options for review (utilize each at least once):

a. Traditional review: summary of content with analysis and evaluation of the text, and a
   conclusion.

b. More to be written: what areas of the text could be expanded or the missing pieces that if
   you were to be the editor would be added or possibly removed from the work. Prepare a
   book proposal for a revision to a publisher utilizing your new insight and contribution.

c. Redesign: if you were the author what areas would you conduct more academic research
   and thus provide more than personal stories or experiences in Christian Higher
   Education. Provide a review that shows the need for less pontification and more research
   and the method(s) required to obtain that research for publication.

d. Should not be reprinted: The work should become out of print because you do not believe
   it makes a significant contribution to Christian Higher Education. Prepare a review that
   shows the academic reasons for the work disappearing from the shelves of future readers.

Unit Two: The role of leadership in the modern institution of Christian higher education:
35 percent of the grade SLO#2&3

a. The content of the second on-campus session will involve a discussion of the various
   leadership positions that comprise the contemporary institution of Christian higher
   education. The resident should review texts assigned in Unit One for information that
   would lead them to be able to discuss the role of leadership from governance trustees
   through academic administration and the faculty. In order to assist the resident in
   discovery; three interviews will be conducted and reported to the rest of the seminar: (1)
   An Academic Administrator such as the President or Academic Vice President (Provost)
   of a college or university, (2) A Faculty Leader such as a Dean or Division Chairman of a
   college or university, and (3) A Tenured Faculty Member of a college or university.
   During these interviews questions will be asked by the resident that will ascertain the
   interviewee’s perceived role, challenges, successes, interaction with other leaders, etc.
   These interviews will be posted one week before the second on-campus meeting of the
   seminar. Residents will make presentations during the seminar and lead in discussions
   relating to their findings. 15% percent of grade

b. The role among the leadership of an institution in Christian higher education to maintain
   accreditation requirements as well as implement policies for successful compliance with
   the proper accrediting agencies for their institution. The resident should research an
   accreditation agency for an institution in Christian higher education for the role of a
   faculty member, dean or division chairman, and Academic Vice President (Provost). (10-
   15 page brief not paper) 20 % of grade

OR
Forecast the enrollment management plan to maintain a rotation for courses within a
department or division area in an institution of Christian higher education with giving the
students a cycles of courses and delivery methods that allows a student to graduate in a
timeline as stated by the academic catalogue for the degree a student seeks to obtain. (10-15 page brief not research paper) 20% of grade

Unit Three: Contemporary Research in the Context of the Christian Organization: 35 percent of the grade SLO#4

The resident will develop a 30-40 page research paper on a topic dealing with the Christian institution of higher education. The paper will include:

a. A biblical rationale for leadership in general and as it relates to the particular area of study the student has chosen to research. Examples from Scripture should be used to demonstrate the principles.

b. A complete discussion of the leadership management theory, principle, paradigm, or practice.

c. Specific examples of effective application for the context for which the paper addresses. The student will post their paper on line in BlackBoard one week prior to the on-campus seminar meeting. The seminar presentation of the research will be a creative presentation and not a recitation of the paper (the paper will already have been read) and should seek to involve the seminar participants in a meaningful dialogue and discussion. The presentation and discussion should not last longer than one hour and half.

Course Policies

Classroom Decorum

Participation is required for every course session due to the interactive learning format of the seminar. 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 and text messages during class.
• To use laptops appropriately during class.
• Please remember you are Doctoral students!

Absences and Late Assignments

Absences are not permitted and late assignments will not be accepted. Assignments must be submitted in the timeframe given in the assignments above. No grades of Incomplete will be issued for this seminar.

Assignment Format

Unless otherwise specified in this syllabus, all papers will be produced in a digital format using the writing style of Turabian 6th edition. Papers will be created in accordance with the standards established in the Doctoral Program Handbook. Copies of all papers will be distributed to each member of the seminar via BlackBoard. A copy of any PowerPoint presentation, in hand-out format, will be provided to the professor before the presentation begins.
Course Schedule

First Week of Semester: Introduction Blue Jean meeting January 22\textsuperscript{nd} at 9:00 a.m. CST

Weekend 1: Unit 1 February 26th 1:00-9:00 and February 27th 8:00-11:00

Weekend 2: Unit 2 April 8th 1:00-9:00 and April 9th 8:00-11:00

Weekend 3: Unit 3 May 5th 1:00-9:00 and May 6th 8:00-11:00

Selected Expanded Bibliography

Published Works


Brown, Christopher and Jason Lane. \textit{Organizaion and Governance in Higher Education} 6\textsuperscript{th} ed.
Pearsons Leavey Solutions, 2010.


Unpublished work:


Latta, G. F. (2009). Maturation of organizational development in higher education: Using cultural analysis to facilitate change. In L. B. Nilson & J. E. Miller (Eds.), *To Improve the Academy, 27*, 32-71


Websites:


University Risk Management and Insurance Association Bloomington IL (www.urmia.org/urmia.cfm)

Risk Management and Environmental Health and Safety Fullerton CA (riskmanagement.fullerton.edu)


Wikipedia, "Small College Faculty Development Bibliography."
https://sites.google.com/site/podnetwork/Higher-Education-Leadership/leder/topics-for-discussion/small-college-faculty-development-bibliography