



**CECH 6192/6292/6392 Special Topic:  
Children's Ministry  
New Orleans Baptist Theological Seminary  
Division of Church Ministry  
Recharge Conference: Feb. 12, 2022**

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Course Description**

The purpose of this course is to expose the student to points of interest in and models for contemporary children's ministry through attendance at a national children's ministry conference.

*Recharge Conference is sponsored by NOBTS for early childhood educators in faith-based weekday early education programs. Through attendance at the conference and the assignments, students will gain an understanding of weekday early education in the ministry of the local church.*

### **Student Learning Outcomes**

At the conclusion of the course, learners will be able to demonstrate:

- an understanding of trends, points of interest, and models for contemporary children's ministry.
- an appreciation for quality children's ministry through the local church.
- skill in evaluating a local church's children's ministry regarding specific topics.

### **Required Reading**

#### **Texts –**

Boucher, Pamela. *Teaching in Christian Weekday Early Education*. Nashville: Lifeway, 1999.  
LeeKeenan, Debbie, and Iris Chin Ponte. *From Survive to Thrive: A Director's Guide for Leading an Early Childhood Program*. Washington, D.C.: NAEYC, 2018. ISBN-13 : 978-1938113369. Kindle edition available..

#### **Website**

Code of Ethical Conduct and Statement of Commitment  
<https://www.naeyc.org/resources/position-statements>

## Teaching Methodology

Students will attend all sessions at the Recharge Conference and complete individual learning assignments.

### Format

The conference is held on the NOBTS main campus in New Orleans, LA.

## Course Requirements

All assignments should be submitted to Blackboard by April 29.

### Pre-Conference Requirement

*For one, two, or three-hours credit:*

#### 1. Required Text/Readings Summaries (15%)

Write a summary for each text (2) and NAEYC position statement which includes:

- an annotated bibliography (one paragraph), including a complete bibliographic entry;
  - a minimum of ten talking points - key ideas, observations, insights, and criticisms that show you have thought seriously and critically about the text;
  - ways in which you can apply principles gleaned from the text in your ministry context.
- This assignment is to be submitted to Assignments on Blackboard. *This assignment is related to SLO #1.*

Read the texts BEFORE completing assignments 2-5.

### Conference Requirement

*For one, two, or three-hours credit:*

#### 2. Attendance at Recharge Conference (25%)

Attend both director's track sessions and the keynote. You may attend the conference for free but still need to register on the NOBTS website. A copy of the attendance certificate should be submitted to Blackboard. *This assignment is related to SLO #1.*

### Post-Conference Requirements

*For one-hour credit:* Complete one of the following assignments.

*For two-hours credit:* Complete two of the following assignments.

*For three-hours credit:* Complete all three of the following assignments.

#### 3. Observations and Report (20%)

Spend *two* hours observing in a church weekday early education program.

I. *Observations:* Spend one hour observing two of the following: infants, toddlers, two-year-olds, and three or four-year-olds. Observe the program director for one hour. Review the *Weekday Education Observation Guidelines* included in this document prior to the observations and complete as instructed.

II. *Observation Report:* Upon the completion of the observations, write a 5-page report that includes for each area observed:

- a summary of your three observations
- areas of compliance with early childhood education standards
- suggestions for improvement

*This assignment is related to SLO #2, #3.*

#### 4. Opportunities and Challenges in Weekday Early Education (20%)

I. *Interviews*: Interview 1 Preschool and/or Children’s Minister who shares space with a weekday education program, one director, and one teacher. Focus on opportunities and challenges of weekday ministry in the interview subject’s context. Interviews must be conducted “conversationally,” - phone or other electronic means is acceptable. A questionnaire is not acceptable. You may interview the same subjects you observed.

II. *Paper*: Write a 4-page paper including the following sections:

- a summary of the minister’s interview (1 page)
- a summary of the director’s interview (1 page)
- a summary of the teacher’s interview (1 page)
- insights gleaned from the interviews and potential impact upon your present and/or future ministry. (1 page) *This assignment is related to SLO #2.*

#### 5. Policy Manual Assessment and Report (20%)

I. *Assess* one weekday early education *personnel policy manual* *or* *parent handbook* from a local church weekday early education program for adherence to *recommended* and *required* standards as found in course texts/resources.

II. *Assessment Report*: Write a report that includes your finds regarding adherence to recommended and required standards for a personnel manual. Focus on content, readability, and presentation (layout). Include suggestions for the enhancement of the manual. *This assignment is related to SLO #3.*

#### Evaluation of Grade

<b>One-hour Credit</b>		<b>Two-hours Credit</b>		<b>Three-hours Credit</b>	
Required Text	15%	Required Text	15%	Required Text	15%
Summaries		Summaries		Summaries	
Conference	25%	Conference	25%	Conference Attendance	25%
Attendance		Attendance			
Assignment	60%	Assignment 1	30%	Observations & Report	20%
		Assignment 2	30%	Opportunities & Challenges	20%
				Policy Manual	20%
				Assessment & Report	

# Weekday Early Education Observation Guidelines

This assignment is an *observation*, which is not interactive. Students are to observe but not question the teachers or the director.

All observation reports should include:

- Name of church or Christian school observed
- Date and time of observation
- A drawing or photos of the room/office
- A list the equipment and materials

For *classroom* observations, answer the following questions:

- How do the teachers interact with the children? Provide examples of how the teachers provide support and feedback (positive or negative) to children.
- Are the teachers sensitive to the special needs of children? Provide an example to support your response.
- Record at least two characteristics of the teacher(s) in the classroom.
- Record at least two characteristics of the children in the classroom.
- Is a faith-based curriculum being intentionally implemented? If so, how?
- Is a Bible in the classroom and accessible to the children? If so, how?
- How are Bible stories, thoughts, and verses interwoven in conversation and activities? Provide an example.
- List several activities observed. Describe the purpose of the activities.
- How are unexpected situations handled?
- Listen to the language used by the teachers in communicating with the children. Record some of the statements made by the teachers.
- List the ways media/technology is used.
- Is the classroom neat and orderly?
- Is the furniture in the classroom the appropriate size for the children?

For the *administration* observation, answer the following:

- Is there a visible Mission Statement for the program? If so, where is it found?
- Where are the director's credentials displayed?
- In what manner does the director interact with the teachers/parents/children?
- Record at least observable two characteristics of the director.
- Observe and record the activities observed.
- How are unexpected situation handled?
- List the ways the director uses media/technology.
- Is the office area neat and orderly?

## Course Policies

**Academic Policies:** Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [\*New Orleans Baptist Theological Seminary Graduate Catalog\*](#).

**Absences:** Absences are not permitted. You must see the Associate Dean for any exception to this policy.

**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.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

**Assignment Grading:** Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Cell phones:** Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

**Classroom Decorum:** Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

**Disabilities and Accommodations:** New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary.

or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* 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

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette:** Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor's Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and CampusNexus Student (CNS):** You are responsible for maintaining current information regarding contact information on Blackboard and CNS. The professor will utilize both to communicate with the class. Blackboard and CNS do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

**Correspondence with the Grader:** You should contact the grader via email [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> .You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.



**NOBTS Emergency Text Messaging Service:** Once you have established a CNS account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Special Needs:** See Disabilities and Accommodations.

**Student Wellness:** Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or [deansec@nobts.edu](mailto:deansec@nobts.edu). The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or [lmccc@nobts.edu](mailto:lmccc@nobts.edu). Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

**Technical Assistance:** For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Style Guide**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### **Selected Bibliography**

Allen, Eileen. *The Exceptional Child: Inclusion In Early Childhood Education 7<sup>th</sup> Edition*. Wadsworth Publishing, 2011.

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Bilmes, Jenna. *Beyond Behavior Management: The Six Life Skills Children Need to Thrive in Today's World*. St. Paul, MN: Redleaf Press, 2004.

Bodrova, Elena and Deborah J. Leong. *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. 2nd edition. Upper Saddle River, NJ: Prentice Hall, 2006.

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- Deiner, Penny. *Inclusive Early Childhood Education: Development, Resources, and Practice*. Wadsworth Publishing, 2009.
- Elkind, David. *The Power of Play: Learning What Comes Naturally*. Philadelphia: Da Capo Press, 2007.
- Essa, Eva L. *Introduction to Early Childhood Education 6<sup>th</sup> Edition*. Wadsworth Publishing, 2010.
- Morrison, George S. *Fundamentals of Early Childhood Education 3<sup>rd</sup> Edition*. Prentice Hall, 2002.
- Morrison, George S. *Early Childhood Education Today 12<sup>th</sup> Edition*. Pearson, 2011.
- Haywood, Janice. *Enduring Connections: Creating a Preschool and Children's Ministry*. St. Louis, MO: Chalice Press, 2007.
- Welch, Robert H. *Serving by Safeguarding Your Church*. Edited by Paul E. Engle. Grand Rapids: Zondervan, 2002.