



**Instructional Theory and Curriculum
Design CEEF8300
New Orleans Baptist Theological Seminary
Professional Doctorate Program
Fall 2026
Main campus with NOLA2U Availability**

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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

This course guides students to understand learning theory, comprehend curriculum design principles, and apply advanced teaching practices. Students will be expected to write lesson plans, evaluate curriculum, and articulate a curriculum mapping strategy. Students will be expected to examine and apply advanced pedagogical and andragogical practices.

Student Learning Outcomes

By the completion of the course, each student will be able to demonstrate:

- Knowledge and understanding of steps involved in curriculum design and development.
- The ability to evaluate curriculum critically by assessing standardized curriculum for content and construction using an assessment rubric.
- The ability to write appropriate instructional objectives by including knowledge, understanding, and behavioral outcomes in lesson plans and curriculum.
- The ability to assess learning by selecting appropriate assessment procedures to evaluate targeted outcomes

Textbooks

Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church*. Nashville: Broadman & Holman Publishers, 2012. (9781433672385)

Issler, Klaus and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Eugene, OR: Wipf and Stock Publishers, 2002.(9781579109667)

Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation*. Eugene, OR: Wipf and Stock Publishers, 2002. (9781592440023)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: Broadman and Holman Academic, 1999. (978-0805411997)

Recommended Textbooks

Brockett, Ralph G. *Teaching Adults: A Practical Guide for New Teachers*. San Francisco: Jossey-Bass, 2015. (9781118903414)

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. (9780805434224)

Linhart, Terry, ed., *Teaching the Next Generation: A Comprehensive Guide for Teaching Christian Formation*. Grand Rapids, MI: Baker Academic, 2016 (9780801097614)

Newton, Gary. *Heart Deep Teaching: Engaging Students for Transformed Lives*. Nashville: Broadman & Holman Publishers, 2012 (9780805447767)

Required Online Articles

The Brentwood Statement on Artificial Intelligence and Christian Ministry,
<https://brentwoodstatement.lifeway.com/>

Course Teaching Methodology

The course will involve the following methodologies:

Students will engage in class discussions, curriculum assessments, and individual learning assignments. The seminar meets on the main campus but is available through NOLA2U.

Course Requirements PRIOR TO THE SEMINAR

1. Curriculum Assessment and Report. Due: September 28, 2026

Review and report the curriculum currently used in the Bible teaching or discipleship program for your church or ministry. **Complete this assignment prior to reading any textbooks.** The assessment should consider the following questions: What is the foundational philosophy or strategy? What criteria are used to select the curriculum? Who (church or ministry position) is responsible for choosing the curriculum? How does the curriculum support the church and/or denomination?

2. Read the following Required Texts in their entirety. Due: October 5, 2026

Estep, James R., M. Roger White, Karen L. Estep. *Mapping Out Curriculum in Your Church*. Nashville: Broadman & Holman Publishers, 2012. (9781433672385)

Issler, Klaus and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Eugene, OR: Wipf and Stock Publishers, 2002. (9781579109667)

Pazmino, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, and Evaluation*. Eugene, OR: Wipf and Stock Publishers, 2002. (9781592440023)

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: Broadman and Holman Academic, 1999. (978-0805411997)

3. Read the following online article. Due: October 5, 2026

The Brentwood Statement on Artificial Intelligence and Christian Ministry,
<https://brentwoodstatement.lifeway.com/>

4. Respond to Canvas Questions. Due: October 5, 2026

Answer questions in preparation for class time. Questions are based on the required textbooks and online article. Respond to each question with a brief paragraph (3-5 sentences).

DURING THE SEMINAR

5. Propose Curriculum Development Process.

Students will work as a team to establish a curriculum development textbooks.

6. Propose Scope and Sequence

Student will identify potential scope and sequence for a teaching unit or equipping module.

7. Lesson Aim Creation.

Students will develop appropriate lesson aims (instructional objectives) corresponding to the desired outcomes of a teaching experience or professional project.

8. Learning Activities

Students will choose or create learning activities appropriate for achieving the learning outcomes identified in their instructional objectives. Activities will be suggested and adapted during the seminar.

9. Assessment Definition.

Students will select or develop assessments appropriate for measuring the learning outcomes identified by their lesson aims (instructional objectives.) Assessment development will be discussed during the seminar, and included in the final assignment.

AFTER THE SEMINAR

10. Develop a Teaching Unit or Equipping Module with Review. Due: November 9, 2026

Students will create a complete teaching unit/equipping module ("curriculum plan") related to a teaching endeavor or professional project, including Purpose, Lesson Aims, Learning Activities, and Assessments. The teaching unit/equipping module will include the content (explanations, questions, and discussions) necessary to lead learners to achieve the objectives. Students are to secure a qualified reviewer not employed by NOBTS or in the seminar to review the module, including a statement of suggestions provided by the reviewer

Evaluation of Grade Course Requirements

The student's grade will be computed as follows:

Curriculum Assessment Report	10%
Curriculum Development Process Outline	10%
Textbook Questions	15%
Seminar Involvement/Achievement	15%
Teaching Unit/Equipping Module	50%

Attendance Policy

Students are expected to attend and participate in the class sessions according to the formats offered.

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

Technical Assistance

Here is the contact information for the ITC support team, who are to help you with your NOBTS/LC technical questions/issues/support requests:

1. ITCSupport@nobts.edu - Email general technical questions/support requests. If you are not sure who to contact, use this email address!
2. Selfserve@nobts.edu - Email technical questions/support requests with the Selfserve.nobts.edu or My.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
3. Canvas@nobts.edu - Email technical questions/support requests with the NOBTS Canvas Learning Management System, [Canvas.nobts.edu site](http://Canvas.nobts.edu) / nobts.instructure.com.
4. VCHelpDesk@nobts.edu - Email technical questions/support requests with NOBTS Microsoft Teams (Flex & Live classes)
5. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon, Tues & Thurs 7:30am-7:00pm, Wed 7:30am-6:00pm & Fri 7:30-12:00pm Central Time) www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Disability Accommodations

Accommodations for students with disabilities are determined and approved by the Assistant Dean of Students for Student Affairs. If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact Conner Hinton immediately at chinton@nobts.edu or 504-816-8246. Students must complete the Accommodation Request Form and provide documentation of their disability. The Assistant Dean of

Students notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. The seminary reserves the right to consider each request for special accommodations on a case-by-case basis pursuant to the criteria enumerated above.

Course Schedule

Pre-seminar assignments completed by September 28 (Curriculum Review) and October 5

Monday, October 12

1:00 pm Introductions and Seminar Overview
2:00 pm Insights from the Curriculum Review
3:00 pm Break
3:15 pm Defining a Curriculum Development Process
4:30 pm Break
4:45 pm Ministry Design and Curriculum Development
5:30 pm Break
5:45 pm Scope and Sequence: Defining the Limits of a Curriculum
7:00 pm Dismiss

Tuesday, October 13

8:15 am Prayer Focus
8:45 am Building on Educational Philosophy and Psychology
10:00 am Break
10:15 am Learning Objectives: Development and Refining 1
11:30 am Lunch
1:00 pm The Ethical Use of AI in Curriculum Design
2:30 pm Break
2:45 pm Learning Activities: Intersection of Learner Needs and Objectives
4:00 pm Dismiss

Wednesday, October 14

8:15 am Prayer Focus
8:45 am Assessment: Determining If the Goals were Met
10:00 am Break
10:15 am The Value of Review
11:30 am Lunch
1:00 pm What I Would Say to my 35-year-old Self
2:15 pm Break
2:30 pm Clarification and Wrap Up
3:00 pm Dismiss

Post-Seminar assignment due November 9

Selected Bibliography

- Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligence*. New York: Penguin Putnam, 1999.
- Baron, Naomi S. *How We Read Now: Strategic Choices for Print, Screen, and Audio*. New York: Oxford Press, 2021.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Colson, Howard P, and Raymond M., Rigdon. *Understanding Your Church's Curriculum*, revised edition. Nashville: Broadman Press, 1981.
- Doriani, Daniel M. *Putting the Truth to Work: The Theory and Practice of Biblical Application*. Philipsburg, NJ: P&R Publishing, 2001.
- Duvall, J. Scott, and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 2nd ed. Grand Rapids, MI: Zondervan, 2005.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Estep, James R, Michael J. Anthony, and Gregg E Allison. *A Theology for Christian Education*. Nashville: Broadman and Holman Academic, 2008.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.
- Gregory, John Milton. *The Seven Laws of Teaching*, revised edition. Brand Rapids: Baker Books, 1995.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.

Morgan, Norah, and Juliann Saxton. *Asking Better Questions*, second edition. Portland, ME: Pembroke Publishers Limited, 2006.

Pazmiño, Robert W. *Foundational Issues in Christian Education*, second edition. Grand Rapids, Baker Books, 1997.

Pazmiño, Robert W, and Octavio J. Esqueda. *Anointed Teaching: Partnership with the Holy Spirit*. Salem, Oregon: Kerigma Publications, 2019.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press, 1969

Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2nd ed. Nashville, TN: Broadman & Holman, 2010.

_____, ed. *The Teaching Ministry of the Church*, 2nd ed. Nashville: Broadman & Holman, 2008.

Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.