



**CEEF8301 Perspectives in Contemporary Educational Ministry**  
Professional Doctoral Seminar –  
New Orleans Baptist Theological Seminary  
February 8-10,2021

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**Mission Statement**

*New Orleans Seminary and Leavell College prepare servants to walk with Jesus, proclaim his truth and fulfill his mission.*

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**NOBTS Core Values and 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 worshipping 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. The Core Value for 2020-21 academic year is *Mission Focus*.

**Course Description**

Students will explore biblical, historical, philosophical and cultural perspectives relevant to contemporary educational ministry. Students will map the history of Christian education in order to forecast future directions. Students will be expected to articulate foundational philosophies and their impact on contemporary Christian education. Students will identify and distinguish current cultural trends and their impact on educational ministry in the local church. Students will write a personal philosophy of educational ministry.

## Student Learning Outcomes

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

1. Knowledge and understanding of biblical and historical backgrounds of contemporary educational ministry.
2. Understanding of the major philosophical movements and their impact on contemporary education approaches especially applied in Christian educational ministry contexts.
3. The ability to identify cultural trends and their impact on educational ministries in the local church.
4. The ability to write a personal philosophy of educational ministry relevant to his or her ministry context.

## Textbooks

### Required Texts

Estep, James R., Jonathan Kim, Alvin Kuest, and Mark Maddox. C.E. *The Heritage of Christian Education*, Joplin, MO: College Press, 2003. (ISBN-13: 978-0899009049)

Knight, George R. *Issues and Alternatives in Educational Philosophy*, 4<sup>th</sup> ed. Berrien Springs, MI: Andrews University Press, 2008.

### Optional Texts

Anthony, Michael and Warren Benson. *Exploring the History and Philosophy of Christian Education*. Eugene,OR: Wipf &Stock Publishers, 2003 (reprinted 2011).

Estep, James R., Michael R. Anthony and Greg R Allison. *A Theology for Christian Education*, Nashville, TN: Broadman and Holman, 2008.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1980.

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 4<sup>th</sup> ed. Berrien Springs, MI: Andrews University Press, 2006.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*, 3<sup>rd</sup>. Grand Rapids, MI: Baker Academic, 2008.

### Supplemental Texts

You will be assigned 2-3 additional texts related to contemporary issues with philosophical implications. Relevant texts will be identified and assigned in preparation for the seminar meeting. Topics under consideration include but not limited to: Socialism, Capitalism, Immigration, Constitutionalism, Moral Therapeutic Deism, Patriotism, Materialism, Multiculturalism, Gender Identity, Racism, Federalism, Communism, Sexism, Denominationalism, Environmentalism, Populism, Nationalism and Fascism.

## Course Requirements

All papers should be double-spaced and formatted according to current edition of Turabian (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

## Pre-Seminar Assignments

- 1. Textbook Reading:** You are expected to read the **Required Textbooks** and thoughtfully consider the questions posed at the end of each chapter. Be prepared to discuss selected questions during the seminar.
- 2. Executive Summary:** You will submit an Executive Summary of a book of your choosing. Book choice must be related to a current social, theological, cultural, political or educational trend. Selection must be approved by the seminar professor(s). Use the template provided for this assignment. (The template is available in the seminar blackboard). **Due Date: February 1, 2021**
- 3. Ten Talking Points:** Create an annotated list of 10 Talking Points from one assigned textbook from the **Supplemental Texts** list. Specific text assignments will be made before the start of the trimester. You may request a textbook. Parenthetical citations are permitted for this assignment. Post **Talking Points** in the Discussion Board **and** the assignment area of Blackboard. **Due Date: February 1, 2021**

## During the Seminar

- 4. Class Discussion:** You will be expected to contribute to the class discussion based on the textbooks and supplemental reading as well as research and presentations. **Due Date: February 8, 2021**
- 5. Executive Summary Presentation:** You will present the information about your assigned textbook and submitted Executive Summary. Be prepared to lead a class discussion about your assigned book and relevant topics generated by the issues raised in it. **Due Date: February 8-10, 2021**
- 6. Educational Ministry Trend Presentation.** You will generate a **brief** presentation (including a visual and printed resource) about a specific educational ministry trend of importance for your community and/or context. The presentation should identify, define and describe the trend as well as the underlying philosophical perspective. Contemporary examples are encouraged. Data and information collected for the presentation should form the foundation for post-seminar assignment #7. **Due Date: February 10, 2021**

## Post-Seminar Assignments

- 7. Educational Ministry Trend Report.** You will generate a 7-8 page report of a specific educational ministry trend of importance for your community and/or context. The report should have three sections. In section one (1.5 – 2 pages) you should identify, define and describe the trend (issue/concern). In section two (2 -3 pages) you will discern and present the underlying philosophical perspective (particularly the epistemological and axiological positions.) In the final section (3 pages), you will detail educational ministry implications and propose an intentional approach to addressing the issue or concern. **Due Date: March 19, 2021**

**8. Personal Philosophy.** Students will write a *Personal Philosophy of Educational Ministry*. Explain or provide evidence of how your philosophy affects your teaching/preaching/leadership style or ministry programming. This work (7-8 pages) should be typed and double-spaced following the guidelines of the most recent edition of *Turabian* with the proper NOBTS cover page. See the guide included in this syllabus for further instructions. **Due Date: March 30, 2021**

### Grading

Executive Summary	15%	(pre-seminar assignment)
Talking Points	10%	(pre-seminar assignment)
Executive Summary Presentation	10%	(in seminar assignment)
Ministry Trend Presentation	15%	(in seminar assignment)
Educational Ministry Report	25%	(post-seminar assignment)
Personal Philosophy	25%	(post-seminar assignment)

### Selected Bibliography

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## Presentation Evaluation Rubric

	<i>Satisfactory 10-13</i>	<i>Good 14-17</i>	<i>Accomplished 18-20</i>	<i>Score</i>
<b>Review/ Synthesis of Material</b>	Presentation provided <b>minimal</b> opportunity for the text/material to be reviewed. Major ideas appeared <b>disjointed</b> or were addressed minimally.	Presentation provided a <b>satisfactory</b> opportunity for the text/material to be reviewed. Major ideas were identified and discussed.	Presentation provided <b>substantial</b> opportunity for the text/material to be reviewed. Major ideas were fully addressed and extended beyond the presentation.	
<b>Content</b>	The student demonstrated basic knowledge of the text/material main points.	The student articulated the text/material thesis and supporting point(s) through examples and details.	Student demonstrated a thorough knowledge of the text/material. Student was able to answer questions, provide examples, details and references about the text/material.	
<b>Engaging and Interactive</b>	The student used traditional methods of presentation. There was <b>limited</b> opportunity for interaction and/or critical thinking. <b>No</b> variety of learning and teaching styles was evident.	The student used a diverse range of materials and/or activities to examine the text/material. Participants were allowed <b>some</b> opportunities for interaction and critical thinking. A <b>limited</b> variety of learning and teaching styles was utilized.	The student incorporated dynamic and interesting methodologies in the presentation. Participants were allowed <b>many</b> opportunities for interaction and critical thinking. A <b>wide</b> variety of learning and teaching styles was utilized.	
<b>Extra Resources</b>	The student s provided <b>limited</b> outside resources other than the assigned text/material. Resources are <b>not</b> necessarily connected to the main topic	The student provided outside resources other than the assigned text/material. Resources are connected to the main topic.	The student provided <b>many</b> outside resources other than the assigned text/material. Resources are <b>all</b> connected to the main topic.	
<b>Presentation Skills</b>	Presenter could <b>not always</b> be heard or understood. The presentation reflected minimal preparation or no teaching plan. Presenter mismanaged the allotted time.	Presenter could <b>almost always</b> be heard or understood. The presentation reflected <b>some</b> preparation or and a teaching plan. Presenter stayed within the allotted time.	Presenter could <b>always</b> be heard and understood. The presentation reflected <b>extensive</b> preparation or and a <b>thorough</b> teaching plan. Presenter managed the allotted time well.	
<b>Total Score</b>				

Notes/Comments:

## Rubric for Personal Philosophy Paper CEEF8301

Student: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

<b>ELEMEN T</b>	<b>Unsatisfactory 0 - 2</b>	<b>Partially Proficient 3-5</b>	<b>Proficient 6-8</b>	<b>Exemplary 9-10</b>	<b>Points</b>
<b>Understanding</b>	Shows inadequate understanding of educational philosophy	Shows adequate understanding of educational philosophy	Shows good understanding of educational philosophy	Shows excellent understanding of educational philosophy	___/10
	Demonstrates little or no understanding of a philosophy of Educational Ministry	Demonstrates some understanding of a philosophy of Educational Ministry	Demonstrates good understanding and reflection on philosophy of Educational Ministry	Demonstrates excellent understanding and reflection on philosophy of Educational Ministry	___/10
	Fails to include Philosophy elements or components	Includes some Philosophy elements or components	Includes most Philosophy elements or components	Includes all Philosophy elements or components	___/10
	Provides no scriptural support for any components of the philosophy	Provides scriptural support for some components of the philosophy	Provides scriptural support for most components of the philosophy	Provides scriptural support for each component of the philosophy	___/10
<b>Total:</b>					___/40

<b>ELEMEN T</b>	<b>Unsatisfactory 0 - 2</b>	<b>Partially Proficient 3-5</b>	<b>Proficient 6-8</b>	<b>Exemplary 9-10</b>	<b>Points</b>
<b>Application</b>	Shows inadequate integration of biblical theology with philosophy	Shows adequate integration of biblical theology with philosophy	Shows good integration of biblical theology with philosophy	Shows excellent integration of biblical theology with philosophy	___/10
	Makes poor practical application to Educational Ministry	Makes adequate practical application to Educational Ministry	Makes good practical application to Educational Ministry	Makes excellent practical application to Educational Ministry	___/10
	Fails to explain ideas clearly and concisely	Explains some ideas clearly and concisely	Explains most ideas clearly and concisely	Explains all ideas clearly and concisely	___/10
	Poor development of personal philosophy of Educational Ministry	Adequate development of personal philosophy of Educational Ministry	Good development of personal philosophy of Educational Ministry	Excellent development of personal philosophy of Educational Ministry	___/10
<b>Total:</b>					___/40

ELEMENT		Unsatisfactory 0 - 2	Partially Proficient 3-5	Proficient 6-8	Exemplary 9-10	Points
<b>Communication</b>	Organization	Uses an incoherent structure that fails to group related ideas	Uses an inconsistent structure that attempts to group related ideas	Uses a structure that groups some related ideas in a logical progression	Uses a consistent structure that groups related ideas in a logical progression	___/5
		Demonstrates poor writing skills: structure, grammar, word usage, spelling	Demonstrates adequate writing skills: structure, grammar, word usage, spelling	Demonstrates good writing skills: structure, grammar, word usage, spelling	Demonstrates excellent writing skills: structure, grammar, word usage, spelling	___/5
	Style	Shows poor use of Turabian writing guidelines in headings, spacing, and citations	Shows adequate use of Turabian writing guidelines in headings, spacing, and citations	Shows proficient use of Turabian writing guidelines in headings, spacing, and citations	Shows exemplary use of Turabian writing guidelines in headings, spacing, and citations.	___/5
	Writing Mechanics	Numerous errors in grammar, capitalization, punctuation, and spelling distract the reader and require revision.	Edits the text, but errors in grammar, capitalization, punctuation, and spelling reduce readability.	Edits the text with minor errors in grammar, capitalization, punctuation, and spelling.	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	___/5
<b>Total:</b>						/20
<b>Total Score</b>					___/100	

Additional Comments:

Professor: \_\_\_\_\_