



Professional Development
Professional Doctoral Seminar –
PDPD 8200.3 (Curricula Design and Development)
New Orleans Baptist Theological Seminary

Available Fall Trimester each year.

Dr. Randall Stone

Professor of Christian Education
Director, Doctor of Educational Ministry Program
New Orleans Baptist Theological Seminary
3939 Gentilly Blvd., New Orleans, LA 70126
rstone@nobts.edu
(504) 282-4455 ext 3726

Mission Statement

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.

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 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 201x-201x academic year that Core Value is *TBA*

Course Description

This course provides a structured approach to prepared professional doctoral students to fulfill their degree program requirements for 2 hours of professional development. Four options are provided in the course for professional development. This syllabus is for Option 3 Curricula Design Workshop.

Student Learning Outcomes

By the completion of the course, each student will have had an opportunity to ...

1. To expand knowledge and understanding of a particular subject.
2. To encounter new experiences in spiritual formation and ministry practice.
3. To assess the strength and weaknesses of a church/ministry and its potential for development and growth associated with the researched topic.
4. To synthesize key ideas and principles in the field of study and determine how they can be applied in a church/ministry setting.

Workshop Learning Outcomes: At the completion of the course, student will demonstrate understanding of the process of developing an equipping module curriculum by doing such things as

1. Explaining each Level of Learning in the Taxonomies of Bloom, Krathwohl, and Simpson.
2. Writing appropriate instructional objectives targeting desired outcomes in Knowledge, Understanding, and Affective Response domains.
3. Selecting appropriate assessment procedures to evaluate targeted outcomes.
4. Developing one equipping module appropriate for the specified professional project that includes appropriate instructional objectives and corresponding assessments.

Textbooks

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

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002 <https://wipfandstock.com/>

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

Recommended Textbooks

Issler, Klaus and Ronald Habermas. *How We Learn: A Christian Teacher's Guide to Educational Psychology*. Ford, LeRoy. Eugene, OR: Resource Publications, Wipf and Stock Publishers, 1994.

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)

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

Course Requirements

All papers should be double-spaced and formatted according to Turabian 8th edition (footnotes, headings/subheadings, margins, pagination, cover page, etc.)

1. **Self-Study Guide:** Students will complete all units in the Ford's *Design for Teaching and Learning* self-study guide. Professor(s) will confirm and evaluate the workbook at the workshop.
2. **Ten Questions:** Student will generate a list of 10 questions from the reading assignments. Approach the questions from this point of view. If you could ask the writer(s) a question about his book...what would it be? Proposed questions should reflect significant concepts addressed in the texts.
3. **Writing Instructional Objectives.** Students will develop appropriate instructional objectives corresponding to the desired outcomes of a teaching experience or professional project. Objectives will be written as part of the seminar and in consultation with the professor.
4. **Prescribing Assessments.** Students will select or develop assessments appropriate for measuring the learning outcomes identified by their instructional objectives. Assessment development will be discussed during the seminar, and included in the final assignment.
5. **Developing an Equipping Module.** Students will synthesize a complete equipping module ("curriculum plan") related to their teaching endeavor or professional project, including Purpose, Rationale, Instructional Objectives, and Assessments. The equipping module will include the equipping content (explanations, questions, and discussions) necessary to lead learners to achieve the module objectives. The equipping module will be due one month after the seminar.

Grading

Self-Study Guide	15%	(pre-class assignment)
Ten Questions	15%	(pre-class assignment)
Instructional Objectives	10 %	(in class assignment)
Assessments	10%	(in class assignment)
Equipping Module	50%	(post-class assignment)
Purpose	5%	
Rationale	5%	
Objectives	10%	
Content	10%	
Assessments	10%	