

 **EDMN8301 Integrated Mentorship**

(Ministry Leadership)

 **New Orleans Baptist Theological Seminary**

 **Doctor of Education Program**

 **[Semester, 20xx]**

**Professor Name**

Professor Title

Office: Location to be Determined

Phone: 504-816 -XXXX

Email: xxxxxxx@nobts.edu

**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**

Under the supervision of the student’s assigned chair, this required field-based mentorship is designed to address the student’s mastery in educational and theological disciplines and capacity to engage in administration, teaching, and research in a praxis-oriented learning environment. The content and structure of the course will align with the student’s vocational ministry leadership context. Students register for the course after submitting an approved letter of intent for their dissertation topic.

**Student Learning Outcomes:**

After completing the required readings, attending all mentor meetings, participating in the Ministry Leadership meetings, performing appropriate tasks, and completing Four Mentor Meeting Reports, you should be able to:

* Demonstrate measureable improvement in skills associated with your ministry leadership position or role.
* Reference experiences and conversations with your mentor that outline steps toward professional development in your particular field of interest.
* Share examples and stories from your experiences and conversations with your mentor to illustrate how Christian professionals live out their vocations in all areas of life.
* Explain the role mentors play in shaping and sustaining a lifelong exploration of one’s vocation by referencing specific ASP readings, lessons, or mentorship experiences.

**Course Structure**

Meetings are structured around discussions of a supplemental mentorship text(s), student experience and supervisory observation. The professional mentor selects the texts, which may include a textbook as well as selected readings from academic or professional journals. Personal reports and reflections will guide the individual meetings.

The first meeting between mentor and student is organized ASP and scheduled to take place within the first few weeks of the semester. You will then be responsible for working with your mentor to schedule all additional meetings. Meetings may take place at any time, including early breakfasts or over evening meals. On average, meetings last two hours.

**Course Materials**:

Primary and Supplemental Text (chosen by professional mentor)

**Course Requirements and Evaluation:**

The Integrated Mentorship in Ministry Leadership course is comprised of the following key elements:

 Integrated Mentorship Personal and Professional Growth Plan (August/January): 20%

 Mentor Meeting Report #1 (September/February): 15%

 Mentor Meeting Report #2 (October/March): 15%

 Mentor Meeting Report #3 (November/April): 15%

 Mentor Meeting Report #4 (December/May): 15%

 Personal and Professional Growth Plan Report & Reflection Paper: December 20%

**Written Requirements:**

You must submit the Personal and Professional Growth Plan, four mentor meeting reports and one Personal and Professional Growth Plan Report & Reflection (Measures & Reflection) on the following dates:

 Integrated Mentorship Personal and Professional Growth Plan (August/January): 20%

 Mentor Meeting Report #1 (September/February): 15%

 Mentor Meeting Report #2 (October/March): 15%

 Mentor Meeting Report #3 (November/April): 15%

 Mentor Meeting Report #4 (December/May): 15%

 Personal and Professional Growth Plan Report & Reflection Paper: December 20%

**Submission** – You will submit all documents in the assignment area in Blackboard.

Title your document as “Mentor Meeting Report #1” (example) and date submitted.

**You are strongly encouraged to record your personal observations and reflections immediately after the meeting while they remain fresh in your mind.**

If you and your mentor choose to meet more than four times over the course of the semester, you **do not need to submit** a meeting report for any additional meetings. We encourage you to meet with your mentor as often as possible!

If your mentor must travel for work and a second or third meeting does not coincide with the second or third deadline listed above, **please make your instructor aware of the situation at least 3 days before the deadline. In these circumstances, an extension may be granted. We encourage you to schedule meetings early in the month to help avoid this situation.**

**Participation Requirements:**

You must meet with your professional mentor **no less than four times over the course of the semester.** An excused absence—e.g. due to illness or family emergency—must be made up with your mentor. An unexcused absence will result in your final grade being no more than a C grade. Two unexcused absences result in a failing grade.

**Introduce Your Mentor**

This course requires you to introduce your field mentor to your faculty supervisor at some point in the semester. It is your responsibility to coordinate the introductions.

**Technical Assistance**

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

3. ITCSupport@nobts.edu - Email for general technical questions/support requests.

4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

**Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

**Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**Policy on Late Assignments**

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

**Academic Policies**

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2018-2019.*

**Selected Bibliography**

**EDMN8301 Bibliography**

Use Bibliography from Discipleship & Spiritual Formation/Contemporary Context

**EDMN8302 Bibliography**

Use Bibliography from Higher Education Leadership/Principles of Admin/Strategic Church Development

**EDMN8303 Bibliography**

Armstrong, Thomas. *7 Kinds of Smart*: *Identifying and Developing Your Multiple Intelligences.*

New York: Penguin Putnam Inc, 1999.

\_\_\_\_\_\_\_\_\_\_. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for

 Supervision and Curriculum Development, 1994.

Barone, Carole A., and Paul R. Hagner. *Technology-Enhanced Teaching and Learning: Leading and Supporting the Transformation on Your Campus*. San Francisco: Jossey-Bass, 2001.

Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San

 Francisco: Jossey-Bass, 1990.

Bauer, S. Wise. *The Well-Educated Mind: A Guide to the Classical Education you Never Had*.

New York: W. W. Norton, 2003.

Brookfield, Stephen. *The Skillful Teacher*. San Francisco: Jossey-Bass, 2006.

Bruner, Jerome S. *Beyond the Information Given: Studies in the Psychology of Knowing*. New

York: Norton, 1973.

\_\_\_\_\_\_\_\_. *The Process of Education*. Cambridge: Harvard University Press, 1960.

\_\_\_\_\_\_\_\_. *A Study of Thinking*. New York: Wiley, 1956.

\_\_\_\_\_\_\_\_. *Toward a Theory of Instruction*. Cambridge, Mass.: Belknap Press of Harvard

University, 1971.

Bryan, C. Doug. *Learning to Teach/Teaching to Learn: A Holistic Approach*. Nashville:

 Broadman and Holman, 1993.

Caine, Renate Nummela, and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development,1991.

Caputi, Peter, Heather Foster, and Linda L. Viney, eds. *Personal Construct Psychology: New*

*Ideas*. Hoboken, New Jersey: John Wiley & Sons, 2006.

Carr, David. *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*: London: Routledge/Falmer, 2002.

Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, MI: Zondervan, 2004.

Collins, Mallary M., and Don H. Fontenelle. *Changing Student Behaviors: A Positive Approach*. Cambridge, MA: Schenkman Publishing Co., 1982.

Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper,

1959.

\_\_\_\_\_\_\_\_. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston:

Allyn and Bacon, 1979.

Corder, Colin. *Teaching Hard, Teaching Soft: A Structured Approach to Planning and Running Effective Training Courses*. Brookfield, VT: Gower, 1990.

Corder, Nicholas. *Learning to Teach Adults: An Introduction*. London: Routledge/Falmer, 2002.

Ellsworth, Elizabeth Ann. *Places of Learning: Media, Architecture, Pedagogy*. New York:

RoutledgeFalmer, 2005.

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing*

*College Courses*. San Francisco, CA.: Jossey-Bass, 2003.

Forsyth, Donelson R. *The Professor’s Guide to Teaching: Psychological Principles and*

*Practices*. Washington, DC: American Psychological Association, 2003.

Fowler, James W. *Becoming Adult, Becoming Christian: Adult Development and Christian*

*Faith*. San Francisco: Jossey-Bass Publishers, 2000.

\_\_\_\_\_\_\_\_. *Faith Development and Pastoral Care*. Philadelphia: Fortress Press, 1987.

\_\_\_\_\_\_\_\_. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*.

San Francisco: Harper and Row, 1981.

\_\_\_\_\_\_\_\_. *Trajectories in Faith: Five Life Stories*. Nashville: Abingdon, 1980.

\_\_\_\_\_\_\_\_. *Weaving the New Creation: Stages of Faith and the Public Church*. San Francisco:

HarperSanFrancisco, 1991.

Freire, Paulo, translated by Patrick Clarke. *Pedagogy of Freedom: Ethics, Democracy, and*

*Civic Courage*. Lanham: Rowman & Littlefield Publishers, 1998.

Fuhrmann, Barbara, Anthony Grasha. *Practical Handbook for College Teachers.* Boston: Little, Brown and Company, 1983.

Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*.

 Valley Forge, PA: Judson Press, 1998.

Gangel, Kenneth O., and Warren S. Benson. *Christian Education: Its History and Philosophy*. Eugene, OR: Wipf and Stock Publishers, 2002.

Greive, Donald. *A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults*. Ann Arbor, MI: Adjunct Advocate, 2003.

Halverson, Delia Touchton. *32 Ways to Become a Great Sunday School Teacher: Self-Directed Studies for Church Teachers*. Nashville: Abingdon Press, 1997.

Hardiman, Mariale M. *Connecting Brain Research with Effective Teaching: The Brain-Targeted*

*Teaching Model*. Lanham, Md.: Scarecrow Press, 2003.

Harris, Duncan, and Chris Bell. *Evaluating and Assessing for Learning*. New Jersey: Nichols, 1994.

Heimlich, Joe E., and Emmalou Norland. *Developing Teaching Style in Adult Education*. San Francisco: Jossey-Bass, 1994.

Hendricks, Howard G. *Teaching to Change Lives*. Portland, OR: Multnomah Press, 1987.

Herman, Lee, and Alan Mandell. *From Teaching to Mentoring: Principle and Practice,*

 *Dialogue and Life in Adult Education*. London: RoutledgeFalmer, 2004.

Hinchey, Patricia. *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*. New York: P. Lang, 2004.

Jacobsen, Douglas G. and Rhonda Hustedt Jacobsen. *Scholarship and Christian Faith:*

*Enlarging the Conversation*: Oxford: Oxford University Press, 2004.

Jarvis, Peter. *Adult Education and Lifelong Learning: Theory and Practice*. London:

 Routledge/Falmer, 2004.

Joyce, Bruce R., and Marsha Weil. *Models of Teaching*, 5th ed. Boston: Allyn and Bacon, 1996.

Kell, Peter, and Sue Shore. *Adult Education @ 21st Century*. New York: P. Lang, 2004.

Kincheloe, Joe L. and Raymond A. Horn, Jr., eds. *The Praeger Handbook of Education and*

*Psychology*. Westport, Conn.: Praeger, 2007.

Köhler, Wolfgang. *Dynamics in Psychology*. New York: Grove Press, 1960.

\_\_\_\_\_\_\_\_\_. *Gestalt Psychology: An Introduction to New Concepts in Modern Psychology*. New

York: Liveright Pub. Corp., 1947.

\_\_\_\_\_\_\_\_. *The Task of Gestalt Psychology*. Princeton, N.J.: Princeton University Press, 1969.

Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.

Lautzenheiser, Tim. *The Art of Successful Teaching: A Blend of Content & Context*. Chicago, IL: GIA Publications, 1992.

\_\_\_\_\_\_\_\_. *The Joy of Inspired Teaching*. Chicago: GIA Publications, 1993.

Lazear, David. *Seven Pathways of Learning: Teaching Students and Parents about Multiple Intelligences*. Tucson, AR: Zephyr Press, 1994.

Lewin, Kurt. *The Complete Social Scientist: A Kurt Lewin Reader*. Washington, DC: American

Psychological Association, 1999.

\_\_\_\_\_\_\_\_. *Dynamic Theory of Personality*. New York and London: McGraw-Hill, 1935.

\_\_\_\_\_\_\_\_. *Field Theory in Social Science*. New York: Harper, 1951.

\_\_\_\_\_\_\_\_. *Principles of Topological Psychology*. New York and London: McGraw-Hill, 1936.

\_\_\_\_\_\_\_\_. *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper,

1948.

Lowman, Joseph. *Mastering the Techniques of Teaching*, 2nd ed. San Francisco: Jossey-Bass Publishers, 1995.

Maddox, Taddy. *Tests: A Comprehensive Reference for Assessments in Psychology, Education,*

*and Business*. Austin, TX: Pro-Ed, 2003.

Martin, C. B. and D. M. Armstrong, eds. *Locke and Berkeley: A Collection of Critical Essays*.

London: Macmillan.

Marzano, Robert J. *A Different Kind of Classroom: Teaching With Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Maslow, Abraham H. *Dominance, Self-esteem, Self-actualization: Germinal Papers of A. H.*

*Maslow*. Richard J. Lowry, ed. Monterey, Calif.: Brooks/Cole Pub. Co., 1973.

\_\_\_\_\_\_\_\_. *The Farther Reaches of Human Nature*. New York: Viking Press, 1971.

\_\_\_\_\_\_\_\_. *Motivation and Personality*. New York: Harper & Row, 1987.

\_\_\_\_\_\_\_\_. *The Psychology of Science: A Reconnaissance*. New York: Harper & Row, 1966.

\_\_\_\_\_\_\_\_. *Religions, Values, and Peak-experiences*. Columbus: Ohio State University Press,

1964.

\_\_\_\_\_\_\_\_. *Toward a Psychology of Being*. Princeton, N.J.: Van Nostrand, 1968.

McCown, R. R., Marcy Driscoll, and Peter Geiger Roop. *Educational Psychology: A Learning-Centered Approach to Classroom Practice*. Boston: Allyn and Bacon, 1996.

Michaelsen, Larry K., and Arletta Bauman Knight. *Team-Based Learning: A Transformative Use*

 *of Small Groups in College Teaching*. Sterling, VA: Stylus Pub., 2004.

Moran, Gabriel. *Showing How: The Act of Teaching*. Valley Forge, PA: Trinity Press

 Iternational, 1997.

Murphy, Debra Dean. *Teaching That Transforms: Worship as the Heart of Christian Education*. Grand Rapids, MI: Brazos Press, 2004.

Oser, Fritz K., Andreas Dick, and Jean-Luc Patry, eds. *Effective and Responsible Teaching: The New Synthesis*. San Francisco: Jossey-Bass Publishers, 1992.

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*.

San Francisco, CA: Jossey-Bass, 1998.

Pavlov, Ivan Petrovich. *Lectures on Conditioned Reflexes: Twenty-five Years of Objective Study*

*of the Higher nervous Activity (Behavior) of Animals*. New York: International

Publishers, 1941.

Pintrich, Paul R. and Dale H. Schunk. *Motivation in Education: Theory, Research, and*

*Applications*. Upper Saddle River, NJ: Merrill, 2002.

Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*.

Grand Rapids, Mich.: Baker Academic, 2004.

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

 1998.

Roe, Kathryn R. *Enhancing Student Learning Through Small Group and Class Discussions Following Inquiry-Based Laboratory Experiments*, 2002.

Rogers, Carl R. *Carl Rogers on Personal Power*. New York: Dell, 1977.

\_\_\_\_\_\_\_\_. *Freedom to Learn: A View of What education Might Become*. Columbus, Ohio: C.E.

Merrill Pub. Co., 1969.

\_\_\_\_\_\_\_\_. *Person to Person: The Problem of Being Human: A New Trend in Psychology*.

Walnut Creek, Calif.: Real People Press, 1967.

Santayana, George. *Some Turns of Thought in Modern Philosophy: Five Essays*. Cambridge: The

University Press, 1933.

Schunk, Dale H. *Learning Theories: An Educational Perspective*. Upper Saddle River, N.J.:

Pearson/Merrill/Prentice Hall, 2004.

Schultz, Thom, and Joani Schultz. *Why Nobody Learns Much of Anything at Church*. Loveland, CO: Group Pub., 1993.

Shagoury, Ruth, and Brenda Miller Power. *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*. Portsmouth, NH: Heinemann, 2003.

Shapiro, Ben. *Brainwashed: How Universities Indoctrinate America’s Youth*. Nashville: WND

Books, 2004.

Sheets, Rosa Hernandez. *Diversity Pedagogy: Examining the Role of Culture in the Teaching-*

*Learning Process*. Boston: Pearson/Allyn and Bacon, 2005.

Skinner, B. F. *About Behaviorism*. New York: Vintage Books, 1976.

\_\_\_\_\_\_\_\_. *Beyond Freedom and Dignity*. New York: Knopf, 1971.

\_\_\_\_\_\_\_\_. *Science and Human Behavior*. New York: Macmillan, 1953.

\_\_\_\_\_\_\_\_. *The Technology of Teaching*. New York: Appleton-Century-Crofts, 1968.

\_\_\_\_\_\_\_\_. *Walden Two*. London: Macmillan Co., 1969.

St. Clair, Ralph, and Jennifer A. Sandlin. *Promoting Critical Practice in Adult Education*. San

 Francisco: Jossey-Bass, 2004.

Thorndike, Edward L. *Educational Psychology*. New York: The Science Press, 1903.

\_\_\_\_\_\_\_\_. *The Fundamentals of Learning*. New York: AMS Press, 1971.

\_\_\_\_\_\_\_\_. *Human Learning*. Cambridge, Mass.: MIT Press, 1966.

\_\_\_\_\_\_\_\_. *Psychology and The Science of Education: Selected Writings*. Columbia University,

1962.

Tight, Malcolm. *Key Concepts in Adult Education and Training*. London: Routledge/Falmer, 2002.

Tobias, Cynthia U. *The Way They Learn: How to Discover and Teach to Your Child’s Strengths.*

 Wheaton, IL: Tyndale House Publishers, 1994

Vella, Jane Kathryn. *Learning to Listen, Learning to Teach: The Power of Dialogue in*

 *Educating Adults*. San Francisco: Jossey-Bass, 1994.

Vesey, Godfrey Norman Agmondisham, ed. *Body and Mind: Readings in Philosophy*. London:

Allen and Unwin, 1964.

Watson, John B. *The Ways of Behaviorism*. London: Harper & Brothers, 1928.

Wertheimer, Max. *Productive Thinking*. New York: Harper, 1959.

Wilkinson, Bruce. *The 7 Laws of the Learner*. Sisters, OR: Multnomah Press, 1992.

\_\_\_\_\_\_\_\_\_\_, ed. *Almost Every Answer for Practically any Teacher!: A Resource Guide for all who Desire to Teach . . . for Lifechange!*. Portland, OR: Multnomah Press, 1992.

Wilson, Douglas. *The Case for Classical Christian Education*. Wheaton, Ill.: Crossway Books,

2003.

Wolterstorff, Nicholas, Clarence W. Joldersma, and Gloria Goris Stronks. *Educating for Shalom:*

*Essays on Christian Higher Education*. Grand Rapids, Mich.: W. B. Eerdmans Pub. Co.,

2004.

Wundt, Wilhelm. *Lectures on Human and Animal Psychology*. London: S. Sonnenschein & Co.,

1907.

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B &

 H Academic, 1999.

\_\_\_\_\_\_\_\_\_\_. *Created to Learn: A Christian Teacher’s Introduction to Educational Psychology.*

 2nd ed.Nashville: B & H Academic, 2010.