



**Teaching in Higher Education RDOC 9302**  
New Orleans Baptist Theological Seminary  
Discipleship and Ministry Leadership Division  
July 29 – August 1, 2019

**Donna B. Peavey, BS, MRE, ThM, PhD**  
Professor of Christian Education  
Office: (504) 282-4455 ext.3741 Dodd: 109  
(504) 282-4455  
[dpeavey@nobts.edu](mailto:dpeavey@nobts.edu)

**Rick Yount, BS, MA, PhD, PhD**  
Professor of Foundations of Christian Education, Ministry-Based,  
[ryount@nobts.edu](mailto:ryount@nobts.edu)  
[wyoung@aol.com](mailto:wyoung@aol.com) (preferred)  
Cell: (817) 938-1303  
Facebook Page: <https://www.facebook.com/rick.yount>

### **Mission Statement**

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

### **Core Value Focus**

The seminary has five core values. The focal core value for 2019-2020 is *spiritual vitality*. This course supports the five core values of the seminary.

*Spiritual Vitality* - We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Interpersonal relationships*: To perform pastoral care effectively, with skills in communication and conflict management.
2. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion.
3. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

## Course Description

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct a teaching portfolio prepared to present to an institute of higher learning consisting of a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and a video documentation of teaching.

## Student Learning Outcomes

By successfully completing this course, you should be prepared to teach effectively in Christian higher education. At the conclusion of the course, you will demonstrate:

1. . . . understanding of best practices regarding teaching and learning experiences.
2. . . . skill in creating the components of a professional teaching portfolio.
3. . . . skill in developing selected components of an online teaching environment.

## Textbooks

### Required

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. (Kindle edition available) ISBN: 9780674013254
- Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass, 2013. (Kindle edition available) ISBN: 9781118124253
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307
- Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104

### Highly Recommended

- Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

### Supplemental

- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN-13: 978-0452281370
- Davis, Barbara Gross. *Tools for Teaching*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679
- \_\_\_\_\_, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2<sup>nd</sup> ed. Nashville: B & H Academic, 2010. ISBN-13: 978-0805447279

## On-line Assessments

Complete the following assessments prior to the class meeting. Bring the result of your assessments to class.

- The VARK Questionnaire: a guide to learning styles - <http://vark-learn.com/the-vark-questionnaire/>
- The VARK for Teachers and Trainers at <http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/>
- Multiple Intelligences Inventory: <http://surfaquarium.com/MI/inventory.htm>

## Course Teaching Methodology

Students will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus.

## Teaching Method

This course will utilize lecture, class discussion, online learning, and student teaching demonstrations.

## Course Requirements

### Pre-Workshop

#### 1. Reading

Read *What the Best College Teachers Do*, *Creating Significant Learning Experiences*, *The Professor's Puzzle* and *Teaching Unprepared Students* prior to the workshop.

#### 2. Pre-Workshop Discussion Boards (10%)

Due: See Course Schedule

Participate in the assigned discussion boards for two weeks prior to the class meeting. These discussions are an essential component of the course.

- December 30 – January 5: *What the Best College Teachers Do*
- January 6 – January 12: *Creating Significant Learning Experiences*

Replying to the Professor's Post: Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In each discussion board you will post a response to one other student's response. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a concept or

applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by WEDNESDAY at 5:00 p.m. CST of each week. Responses to other students' posts must be made by SUNDAY at 11:59 p.m. CST. *This assignment is related to Student Learning Outcome #2.*

3. **QQTP - Questions, Quotations & Talking Points (10%)** Due: Tuesday, January 14  
In response to *The Professor's Puzzle* and *Teaching Unprepared Students*, write a one-page paper for each text, including each of the following:
  - Questions: Note the points at which a question comes to mind as you read *The Professor's Puzzle* and *Teaching Unprepared Students*. For each text, write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.
  - Quotation: For each text, select a quotation that is especially pertinent or relevant to the main points of the readings. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the source.
  - Talking Points. Write talking points for each text that show that you have thought seriously and critically about the readings. You do not need to answer your question here, but you may talk about it if you wish. Write at least *five* detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard. *This assignment is related to Student Learning Outcome #1.*
  
4. **Course Name and Rationale** Due: Tuesday, January 14  
Submit a name and rationale for a course you propose to develop. *This course must be one that is not taught presently at NOBTS (including Leavell College) nor taught or taken by you at another institution.* Prior to the workshop meeting submit the following to Assignment Upload and the designated Discussion Board:
  - the name of the proposed course
  - a one-paragraph rationale for the proposed course which explains why this course is needed in a course of study. Where will it fit into the overall curriculum? Does it fill in a gap? This is NOT a course description.*This assignment is related to Student Learning Outcome #1.*

### Post-Workshop

5. **Teaching with Technology (10%)** Due Monday, January 20  
You are enrolled as an *instructor* in Teaching in Higher Education Practice Shell for the purpose of this assignment. In this course shell you have access to instructor tools.
  - Create a graded Discussion Board (include a question) titled with your last name (i.e., Skywalker Discussion Question).

- Create a “Unit” with your last name (i.e., Skywalker). In your unit:
  - Upload a Youtube video
  - Attach a document
  - Post a web-link
  - Create an Assignment with the following elements:
    - Title (i.e., Skywalker Assignment)
    - Graded
    - Attach a document

*This assignment is related to Student Learning Outcome #3.*

6. **MicroTeach Rough Draft (0%)** Due: Sunday, February 2  
 Following the Micro-Teach Lesson Plan Template provided, construct a 15-minute Micro-Teach Lesson Plan related to the course that you develop. You will receive feedback which should be addressed in the final draft of the lesson plan.

7. **The Professional Portfolio (70% - see below for components)**  
 The following assignments are components of the Professional Portfolio:

Syllabus (20%) Due: Sunday, February 16  
 Construct a course syllabus following the template of the Graduate Division of NOBTS, which is posted on Blackboard under Course Documents. A textbook must be chosen and reflected in the course schedule. Do NOT use a doctoral seminar syllabus as a template.  
*This assignment is related to Student Learning Outcome #1.*

Micro-Teach Lesson Plan - Final Draft (15%) Due: Sunday, March 1  
 Construct a 15-minute MicroTeach Lesson Plan considering the feedback received on the rough draft. This is the lesson plan that you will execute for the Teaching Presentation. *This assignment is related to Student Learning Outcomes #1 & #3.*

Teaching Presentation (15%) Due: Sunday, March 1  
 Lead a learning session, implementing the 15-minute Micro-Teach Lesson Plan. Create an unlisted YouTube video and post to Assignments. Instructions for posting the video will be provided. A rubric for this assignment is in Assignment Upload.
 

- Learners must be present, as this is not a monologue assignment.
- Learners must be seen and heard.

*This assignment is related to Student Learning Outcome #2.*

Curriculum Vitae (10%)

Due: Sunday, March 8

Construct a curriculum vitae suitable for submission to an institution of higher learning that reflects your educational experiences and related academic experience. Review the rubric posted on Blackboard prior to developing the CV. *This assignment is related to Student Learning Outcome #1.*

Philosophy of Teaching (10%)

Due: Sunday, March 8

Write a single-spaced 2-page philosophy of teaching, including each of the elements in the rubric posted on Blackboard. Refer to guidelines found at <http://ucat.osu.edu/read/teaching-portfolio/philosophy>. Either APA or Turabian form may be used. Since this is a personal philosophy it should be completed in first person. *This assignment is related to Student Learning Outcome #1.*

**Evaluation of Grade**

The final grade will be computed as follows:

|                          |       |
|--------------------------|-------|
| Discussion Boards        | 10%   |
| Teaching with Technology | 10%   |
| QQTP                     | 10%   |
| Teaching Portfolio       | 70%   |
| • Syllabus               | (20%) |
| • Lesson Plan            | (15%) |
| • Presentation           | (15%) |
| • CV                     | (10%) |
| • Philosophy             | (10%) |

*This is a pass/fail course. You must earn a final average of 85% or more to pass.*

**Course Schedule**

| Date             | Assignments  |
|------------------|--|
| Dec. 30 – Jan. 5 | “Getting to Know You” Discussion Board<br>What the Best College Teachers Do Discussion Board |
| Jan. 6-12        | Creating Significant Learning Experiences Discussion Boards                                  |
| Jan. 14-17       | Class Meeting; <b>Course Name and Rational Due to Assignments–Jan. 14</b>                    |
| Monday, Jan. 20  | <b>Teaching with Technology Due to Teaching in Higher Education Practice Shell</b>           |
| Sunday, Feb. 2   | <b>MicroTeach Rough Draft Due to Assignments on Blackboard</b>                               |
| Sunday, Feb. 16  | <b>Syllabus Due to Assignments on Blackboard</b>   |
| Sunday, March 1  | <b>MicroTeach Lesson Plan and Teaching Presentation Due to Assignments on Blackboard</b>     |
| Sunday, March 8  | <b>Curriculum Vitae and Philosophy of Teaching Due to Blackboard</b>                         |

## Class Meeting Schedule

### Day 1

|       |   |                  |
|-------|---|------------------|
| 9:00  | Introductions/Course Overview           | Dr. Donna Peavey |
| 9:30  | The Big Picture<br>Process<br>Standards | Dr. Randy Stone  |
| 10:45 | Break                                   |                  |
| 11:00 | Proposed Course Review                  | Dr. Donna Peavey |
| 12:00 | Break                                   |                  |
| 1:30  | Domains and Levels of Learning          |                  |
| 2:45  | Break                                   |                  |
| 2:55  | Domains and Levels of Learning cont.    |                  |
| 4:30  | Dismiss                                 |                  |

### Day 2

|       |  |                |
|-------|--|----------------|
| 9:00  | Outcomes-Centered Design<br>o Constructing <i>Course</i> Outcomes<br>o Constructing <i>Session</i> Learning Outcomes | Dr. Rick Yount |
| 10:15 | Break  |                |
| 10:30 | Outcomes-Centered Design Cont.   |                |
| 12:00 | Lunch  |                |
| 1:30  | Micro-Teach Lesson Plan Elements   |                |
| 2:45  | Break  |                |
| 3:00  | Platform Skills  |                |
| 4:30  | Dismiss  |                |

### Day 3

|       |  |                  |
|-------|--|------------------|
| 9:00  | Teaching in Multiple Modes<br>o Learning Styles/Multiple Intelligences | Dr. Donna Peavey |
| 10:15 | Break  |                  |
| 10:30 | Teaching in Multiple Modes Cont.                                       |                  |
| 12:00 | Lunch  |                  |
| 1:30  | Teaching Methods - Classroom   |                  |
| 2:45  | Break  |                  |
| 3:00  | Creative Learning Assignments  |                  |
| 4:30  | Dismiss  |                  |

### Day 4

|       |  |                  |
|-------|--|------------------|
| 9:00  | QQTP: <i>Teaching Unprepared Students</i><br>QQTP: <i>The Professor's Puzzle</i> | Dr. Donna Peavey |
| 9:30  | Construction of a Course<br>o Backwards Design                                   |                  |
| 10:15 | Break  |                  |

|       |                                       |                   |
|-------|---------------------------------------|-------------------|
| 10:30 | Deconstruction of a Syllabus          |                   |
| 12:00 | Lunch                                 |                   |
| 1:30  | The Ethics of Teaching                |                   |
| 2:45  | Break                                 |                   |
| 3:00  | Teaching with Technology              | Michael Steinmetz |
|       | ○ Blackboard Instructor Training, ITC |                   |
| 4:30  | Dismiss                               |                   |

## Course Policies

**Academic Policies:** Academic policies relate 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, Research Doctoral Programs, 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.

**Grading Scale:** This is a pass/fail course. You must earn a final average of 85% or more to pass.

**Laptops:** Laptops 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. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

**Late Assignments:** Late assignments will not be accepted unless an extreme situation occurs. Approval to submit a late assignment must be obtained.

**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:** 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.

**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 SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

You are enrolled in two Blackboard shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

**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.

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

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

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

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

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) – Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - View general NOBTS technical help information on this website.

### Selected Bibliography

Anderson, Lorin. *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York, NY: Pearson Higher Education, 2013.

\_\_\_\_\_. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

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

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

Honeycutt, Barbi. *Flipping the College Classroom: Practical Advice from Faculty*. Madison, WI: Magna Publications, 2016.

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McGuire, Sandra, and Stephanie McGuire. *Teach Students How to Learn: Strategies You Can Incorporate into any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus Publishing, 2015.

Mellow, Gail, and Diana Woolis, Marisa Klages-Bombich, Susan Restler, and Rosemary Arca. *Taking College Teaching Seriously, Pedagogy Matters!: Fostering Student Success Through Faculty-Centered Practice Improvement*. Sterling, VA: Stylus Publishing, 2015.

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Svinicki, Marilla, and Wilbert McKeachie. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*, Fourteenth ed. Belmont, CA: Wadsworth, Cengage Learning, 2014.

Weimer, Maryellen. *Essential Teaching Principles: A Resource Collection for Adjunct Faculty*. Madison, WI: Magna Publications, 2016.

### Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

| Need  | Email  | Phone                 | Web Page   |
|---|--|-----------------------|--|
| Advising – Graduate Program                   | <a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>       | 504.282.4455<br>x3312 | <a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>                     |
| Advising – Undergraduate Program              | <a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>               | 504.816.8590          | <a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>   |
| Church Minister Relations (for ministry jobs) | <a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>                               | 504.282.4455<br>x3291 | <a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>   |
| Financial Aid                                 | <a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>             | 504.282.4455<br>x3348 | <a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>   |
| PREP (help to avoid student debt)             | <a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>         | 504.816.8091          | <a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>   |
| Gatekeeper NOBTS news                         | <a href="mailto:pr@nobts.edu">pr@nobts.edu</a>                                 | 504.816.8003          | <a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>   |
| Information Technology Center                 | <a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>                 | 504.816.8180          | <a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>   |
| Help with Blackboard                          | <a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a> | 504.816.8180          | <a href="http://nobts.blackboard.com">nobts.blackboard.com</a>   |
| Library                                       | <a href="mailto:library@nobts.edu">library@nobts.edu</a>                       | 504.816.8018          | <a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>   |
| Online library resources                      | <a href="mailto:library@nobts.edu">library@nobts.edu</a>                       | 504.816.8018          | <a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>                      |
| Writing and Turabian style help               | <a href="mailto:library@nobts.edu">library@nobts.edu</a>                       | 504.816.8018          | <a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>                                    |
| Guest Housing (Providence Guest House)        | <a href="mailto:ph@nobts.edu">ph@nobts.edu</a>                                 | 504.282.4455<br>x4455 | <a href="http://www.provhouse.com">www.provhouse.com</a>   |
| Student Counseling                            | <a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>                           | 504.816.8004          | <a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a> |
| Women’s Programs                              | <a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>         | 504.282.4455<br>x3334 | <a href="http://www.nobts.edu/women">www.nobts.edu/women</a>   |

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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