Syllabus for
PRM 554—Bible Institute Education
3 Credit Hours
Fall 2015

I.   COURSE DESCRIPTION

A course designed to provide students an opportunity to examine the educational process within the Christian school. Emphasizes historical antecedents, philosophical guidelines, administrative practice, and curricular instructional patterns.
Prerequisites: None.

II.   COURSE GOALS

This course is designed to enable the student to do the following:
A.   Gain an overview of teaching strategies that focus on the major aspects of teaching in postsecondary institutions.

B.   Study dominant sociocultural, educational, and philosophical factors contributing to the current Christian school/college as an alternative educational agency.

C.   Learn to develop a personal view of education that is biblically-theologically sound.

D.   Assess the distinctive contributions and limitations of the current day Christian school/college as an alternative educational agency.

E.   Consider materials developed by organizations for Christian schools/colleges (such as ORUEF and ICAA) that serve to counsel and accredit selected educational institutions.

F.   Learn about the uniqueness and diversity of adults as learners within a formal educational setting.

G.   Contemplate relationships of the major philosophies of education to current problems and practices within the church and Christian education institutions.

III.   STUDENT LEARNING OUTCOME FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:
A.   Evaluate and discuss general principles of educational theory from the perspective of Judeo-Christian values.

B.   Discuss the importance of utilizing critical thinking to determine the possible application of various educational theories for the task of spiritual formation.

C.   Describe the administrative decisions and tasks necessary to develop and supervise an educational institution.

D.   Summarize, either orally or in writing, the procedure to obtain institutional accreditation.

E.   Explain the significance of demonstrating classroom management and instructional skills.

F.   Articulate and apply guidelines for evaluating administrative and curricular/ instructional processes in educational institutions.

G.   Develop and discuss handbooks for students and faculty/administration.

H.   Explain the significance of creating an awareness of the problems and the strengths of contemporary education, both in public and private settings.

I.   Examine and discuss common controversies surrounding the teaching learning process.

J.   Discuss the importance of showing appreciation for diversity as it impacts the educational process.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials
1.   Textbooks
Association of Biblical Higher Education Commission on Accreditation Manual
ABHE, 2012. Available online at http://www.abhe-resources.com/pdfResources/COA/programmatic_standards.pdf

Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN: 978-0787965679

Deuink, James W, and Brian A. Carrothers, *Management Principles for Christian Schools*, 2nd ed. Greenville, SC: JourneyForth, 2007. ISBN: 978-1591668039

Operations Manual, Diploma of Theological Studies Bible Institute Program, Oral Roberts University School of Life-Long Education. Tulsa, OK: Oral Roberts University, 2011 ed. (available as PDF on D2L)
2.   Other

a.   Supplementary Materials
ICAA accreditation materials and specified sources on library reserve. Handouts, PowerPoints, online articles as provided or assigned by professor.

B.   Optional Materials
1.   Textbooks
None
2.   Other
None

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
   a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
   b. Failing to meet group assignment or project requirements while claiming to have done so;
   c. Failing to cite sources used in a paper;
   d. Creating results for experiments, observations, interviews, or projects that were not done;
   e. Receiving or giving unauthorized help on assignments.
      By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
   a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
   b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. **Graduate School of Theology and Ministry Policies and Procedures**
   1. **Completion of Assignments**
      Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
   2. **Incompletes**
      a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete

are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.

    b.   A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3.   **Examinations**

    a.   Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).

    b.   A Petition for Late Examination must be submitted to the academic dean's office. A **$15 fee,** plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

    c.   Students taking late exams should expect alternate versions of the original exams.

    d.   **Not being present for the final examination automatically results in failure of the course.**

4.   **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

    a.   Students will receive one letter grade reduction after missing more than two weeks of classes.

    b.   Students who miss more than one month of classes will fail the course.

    c.   **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**

    d.   Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.

    e.   Students are expected to be prompt for classes.

    f.   Students are expected to remain for the entire class session.

    g.   Leaving early without permission constitutes an absence.

5.   The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

B. Course Policies and Procedures
    1. Evaluation Procedures
        a. Grading:

Projects and General Assignments	50%
Examinations	50%

        b. Grading scale:
          A=90-100%
          B=80-89%
          C=70-79%
          D=60-69%
          F=59% and below

    2. Whole Person Assessment Requirements
        a. All students entering the seminary are required to enroll in PRF 059 ePortfolio—Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
        b. WPA requirements for this course:
          None

    3. Other Policies and/or Procedures
        a. Students should read assigned material prior to class sessions and be prepared to dialogue with the class on personal insights and questions related to the reading.
        b. Class procedures include process, application, and integration of material with heavy student participation rather than just taking notes from lectures.
        c. Two observations in area educational institutions including a written evaluation and an oral report to the class are required.
        d. A project that identifies the basic steps in establishing an educational institution is required.
        e. A presentation of a possible training session is required.
        f. A number of smaller, weekly assignments are given for application of reading assignments. Examples are the development of a course syllabus and the development of a properly constructed test.
        g. Complete a unit test and a final examination. The final examination is scheduled according to the University calendar.
        h. Course requirements do not automatically apply to students receiving administrative approval for an incomplete grade.
        i. Late examinations are penalized ten percent (10%) of the original values, with the exception of administrative or emergency absences. Reviews are not provided for alternate, make-up exams.

VI.   COURSE CALENDAR

Week   **Assignment**

1   Orientation and Introduction to course

2-3   Biblical/Theological/Historical Foundations of Bible Institute Ministry

4-5   The Teaching Ministry—Calling, Gifting, Jesus' Teaching Methods, Teaching Techniques, and Strategies

6   Planning the Bible Institute—mission statement, course and curriculum development—scope and sequence, content, areas of training

7-8   Course and Curriculum Development—contact hours, syllabus, study guides, exams, assessment procedures

9   Midterm—Part I of project due; Planning the Bible Institute—start up administration, promotion

10-11 Maintaining and Administrating a Bible Institute—Staff Selection, Development and Training, Budgeting

12   Bible Institute Administration, cont.

13   Accreditation and Acceptance of Credit

14   Administration—Development of Manuals, Library

15   Review and work on projects

       Final Examination (university schedule)

Inventory for Student Learning Outcomes
School of Theology and Ministry
M. A. Practical Theology

PRM 554 Bible Institute Education   **Dr. Edwin Miranda, Instructor**

Fall 2015

This course contributes to student learning outcomes for the M. A. Practical Theology degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Foundational Knowledge of OT/NT Scripture				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations		X		
Basic Methods of Biblical Interpretation				
Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.			X	
Theology and Christian Doctrines				
Exhibit a basic knowledge of the contents and methods of Christian theology		X		
History of Christianity				
Research and synthesize key movements and figures together with their significance in the history of Christianity	X			
Communication Through Preaching/Teaching				
Effectively communicate the message of Christianity through the medium of preaching or teaching.	X			
Supervised Practice in Ministry Context				
Demonstrate understanding and skills for contemporary ministry contexts.	X			