



## Discipleship Strategies DISC 5260

New Orleans Baptist Theological Seminary  
Christian Education Division

**Red Carpet Workshop May 27-29, 2015**

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*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.*

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### Purpose of the Course

The purpose of this course is to provide quality theological education for students in the area of discipleship strategies in the context of the local church.

### Core Value Focus

1. *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.
2. *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.
3. *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.
4. *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.
5. *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 the 2014-2015 academic year the Core Value is *Spiritual Vitality*.

### Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Interpersonal Skills*: Understand how to build relationships with other ministry leaders within the local church.
2. *Servant Leadership*: Determine how the Senior Pastor, staff members, and lay leaders can serve one another while still providing the appropriate leadership required.
3. *Spiritual and Character Formation*: As a leadership team intentionally “grow up in all things into Him who is the head – Christ” (Eph. 4:15b, NKJV).

## **Course Description**

This course is designed to equip students for leading discipleship ministries in a local church by exploring a variety of methods and approaches used in a response to the Great Commission mandate in churches today. Students are exposed to select and different materials and methods of discipleship in correlation to the Bible Study programs in local churches to provide basis for future adaptation. The student is also introduced to developmental processes currently available.

## **Student Learning Outcomes**

This course is designed to introduce students to the basic principles, procedures, guidelines, and available resources for discipleship strategies within the local church. The student involved in this process should be able to accomplish the following:

- Examine a variety of discipleship strategies that can be utilized in local church praxis.
- Understand and be able to discuss foundational concepts related to current developmental processes for various age groups.
- Value/Appreciate the importance of the discipleship mandate given to all believers in Scripture.
- Develop a discipleship strategy, which can be implemented in the student's specific ministry setting.

## **Required Readings**

The following text and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

### **Required Texts**

- 1 - Geiger, Eric, Michael Kelley, and Philip Nation. *Transformational Discipleship: How People Really Grow*. Nashville, TN: Broadman & Holman, 2012.
- 2 - Malphurs, Aubrey. *Strategic Disciple Making: A Practical Tool for Successful Ministry*. Grand Rapids: Baker Books, 2009.

Choose **one** of the following:

- 3 - Putnam, Jim. *Real Life Discipleship: Building Churches that Make Disciples*. Colorado Springs: NavPress, 2010.  
Putnam, Jim and Bobby Harrington. *DiscipleShift: Five Steps to Help Your Church to Make Disciples Who Make Disciples*. Grand Rapids: Zondervan, 2013.

## **Course Teaching Methodology**

This course will utilize lecture, group discussion, on-line interaction and dialogue, and an interactive discovery-learning format.

## Assignments and Evaluation Criteria

**All assignments** should be submitted on time via blackboard for this course. In the blackboard shell, click the “Upload Assignments” link to upload your work. Please note that every assignment that is uploaded is time stamped with the date and time of the upload.

### **Biblical Overview of Discipleship Paper – 20 points (Due: June 12th)**

Write eight-page paper discussing the Biblical mandate for discipleship. Include an overview of Old Testament and New Testament examples of discipleship. Examine and explain how this mandate and the examples included are applicable to the local church. Use at least eight sources including the Bible and the course texts, preferably scholarly works. Turabian formatting is required for this assignment.

#### **Assignment Formatting**

- Type this assignment according to Turabian format
- All papers must be written in third person and double-spaced
- Use 12 point Times New Roman font
- Use the same number of references as assigned pages
- Use correct spelling and grammar
- Use proper pagination
- Include your name on the *cover page*
- Staple assignments together as necessary or as required (*no report covers please*)
- Write the *full* assignment

### **Book Critiques –10 points total (each book is 5 points)**

On the assigned day, you turn in a 3-page type-written report on the assigned book. The book review should include the following two components: 1) A **content summary** that is double spaced for page one and 2) A **reflection summary** that is a single spaced list of significant ideas (direct quotes or general ideas) from the book. The following should be included with each significant idea: a) the book page number; b) one of the three identified categories below and c) brief reflective personal comments. A double space between each entry of the list is expected.

1. **AGREEMENT** – Thoughts with which you are in firm agreement; things that make you say “Yes!” or items that inspire you to action in your life and move your spirit.
2. **DISAGREEMENT** – Thoughts in which you find dissonance; areas with which you might disagree.
3. **MORE THOUGHT** – Areas that you want to spend more time thinking about; things that make you wonder; items on which you are not sure what your stance it.

**Due:** Geiger, Kelley, & Nation – *Transformational Discipleship* (May 27th)  
Putman – *Real Life Discipleship* or *DiscipleShift* (May 27<sup>th</sup>)

### **Profile for Discipleship Strategy Context Paper – 15 points (Due: June 24th)**

Create a profile identifying the context for the development of a discipleship strategy (the upcoming assignment). Include a detailed description of the setting for the strategy (geographic location, ministry setting, needs, etc.) and a detailed description of the individuals involved in the process (age, developmental needs, gender, etc.). This profile should guide your understanding,

evaluation, research, and development of your discipleship strategy. Present your findings in a 4 page paper.

### **Discipleship Strategy Handbook & Implementation – 40 points (Due: June 30<sup>th</sup>)**

Based on the discipleship strategies and the foundational concepts of development laid in class, the Biblical foundations and mandates of discipleship discussed in your Biblical Overview of Discipleship paper, the **context profile** you created, and personal research, develop a discipleship strategy which can be implemented in your specific ministry setting. Create a Powerpoint presentation (25 slides) or Publisher Handbook (25 pages), which provides an overview, explanation and rationale for your strategy. This presentation should include a **minimum** of 3 to 6 months detailed description for how to implement your strategy (which can either include planning processes or curriculum and content materials, etc.) should be included in this presentation. Further directions regarding this assignment will be provided during class. Pdf's, Keynote or Pages will not be accepted for this assignment.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to the provided rubric.

### **Classroom Decorum and Engagement – 15 points**

Participation/attendance is required for each session (**May 27<sup>th</sup>** at 1-4 pm, **May 28<sup>th</sup>** at 8-11am and 1-4 pm; **May 29<sup>th</sup>** at 8-11 am) due to the interactive learning format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with session attendance and dialogues throughout a full course sessions.

### **Final Examination**

The professor reserves the right to administer a final exam if the class fails to participate in a manner that is engaging and acceptable.

## Course Policies

### **Late Assignments**

Assignments not submitted *on the due dates* are considered late and will be automatically penalized 10% for each date late including weekends. Late assignments will not be accepted one week beyond the original due date, *no exceptions*. **No grades of Incomplete will be issued for this course. If a late assignment is not received, a grade of "F" is automatically earned for the course.**

### **Grading Scale**

Your final grade will be based on your total accumulation of points as indicated under the *Learning Activities and Assessments* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A: 93-100      B: 85-92      C: 77-84      D: 70-76      F: 69 and below

### **Netiquette**

Appropriate Online Behavior. 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.

### **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.

## Rubric for Embedded Learning Assignment

Discipleship Strategy Handbook & Implementation Paper				
This rubric describes how you will be evaluated for your Discipleship Strategy Handbook & Implementation Paper.				
Criteria	Levels of Achievement			
	Excellent	Good	Needs Improvement	Deficient
	10 Points	8.5 Points	7 Points	5 Points
<b>Discipleship Content</b>	Strategy is a well-thought out exceptional strategy that supports the biblical basis for discipleship. The rationale is clearly communicated. Reflects application of critical thinking. Has a clear goal with prudent time stamps that are appropriate. A variety of sources are referenced. Is biblically	Strategy is a well-thought out good plan that supports the biblical basis for discipleship. The rationale is given. Has application of critical thinking apparent. Has a clear goal with good time stamps. An acceptable number of sources are referenced. Is biblically accurate.	Strategy supports the biblical basis for discipleship. The rationale is vaguely referenced. Has application of critical thinking that is apparent. Has no clear goal and unwise time stamps. A limited number of sources are referenced. Has some inconsistencies.	Strategy provides inconsistent information for the biblical basis for discipleship. No rationale for discipleship is given. Has no apparent application of critical thinking. Has no clear goal and no selected time stamps. A few sources are referenced. Has significant, misconceptions, or misinterpretation on discipleship.
<b>Grammatical Convention</b>	No spelling, grammatical, or punctuation errors. High-level use of vocabulary and word choice.	Few (1 to 3) spelling, grammatical, or punctuation errors. Good use of vocabulary word choice.	Minimal (3 to 5) spelling, grammatical, or punctuation errors. Low-level use of vocabulary and word choice.	More than 5 spelling, grammatical, or punctuation errors. Poor use of vocabulary and word choice.
<b>Strategy Organization</b>	Discipleship strategy is clearly focused in an organized and thoughtful manner. Discipleship strategy is constructed in an exceptional and logical pattern to support the mission of the church in the selected profile context.	Discipleship strategy supports the mission of the church. Plan has a pattern, but occasionally is not focused on specific profile, Strategic steps provided is logical and supports mission of the church in the selected profile context.	Strategy plan has focus but strays from the profile at times. Strategic steps appears to have a pattern, but the pattern is not consistently carried out in the project. Information in the strategy loosely supports the mission of the church in the selected profile	Strategic planning Content is unfocused and haphazard. Information does not support the solution to the challenge to make disciples. Information provided has no apparent pattern to support the mission of the church in the selected profile context.
<b>Presentation Level</b>	Exceptional creativity in visual format with over 20 slides or pages. Multimedia (charts, graphs, tables, illustrations, video) is used or referenced to clarify and illustrate the main points. Format enhances the content. Presentation captures audience attention. Presentation is	Good creativity in visual format with 17-19 slides or pages. Multimedia (charts, graphs, tables, illustrations, video) is used or referenced to illustrate the main points. Format is appropriate for the content. Presentation captures audience	Acceptable creativity in visual format with 13-16 slides or pages. Multimedia (charts, graphs, tables, illustrations, video) loosely illustrates the main points. Format does not suit the content. Presentation does not capture audience or reader's	Limited creativity in visual format with 12 or less slides or pages. Presentation appears sloppy and/or unfinished. Multimedia (charts, graphs, tables, illustrations, video) is overused or underused. Format does not enhance content. Presentation has no clear organization.
<b>Late Work Penalty</b>	<b>0 Points</b>	<b>-1 Points</b>	<b>-2 Points</b>	<b>-3 Points</b>
	Not late.	One day late.	Two days late.	Four days late.
<b>Additional Missed Points</b>	<b>0 Points</b>	<b>-1 Points</b>	<b>-2 Points</b>	<b>-3 Points</b>
	No additional missed points.	Reason Provided in Feedback.	Reason Provided in Feedback.	Reason Provided in Feedback.

### Selected Bibliography

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