



Special Topics in Leadership and Administration: BACE Conference

CEAM6392

New Orleans Baptist Theological Seminary

Christian Education Division

April 13-15, 2016

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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.

Purpose of the Course

The purpose of this course is to provide the student an opportunity for attendance in conferences, seminars, professional meetings, and other types of short term events and gain academic credit for participation.

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 2015-2016 academic year that Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately by examining what God has declared in His Word about Christian education and the ministry philosophy promoted by the various conference presenters.
2. *Disciple Making*: To stimulate church health through equipping and mobilizing Christian men and women for disciple making and fulfillment of the Great Commission.
3. *Interpersonal Skills*: To perform Christian brotherly and sisterly care effectively, with skills in communication and conflict management.
4. *Servant Leadership*: To serve one another effectively through collaborative ministry efforts and support collegial relationships and development in Christian education.
5. *Spiritual and Character Formation*: To promote Christ-honoring leadership development with emphasis on character, speech, integrity, faith, conduct, love, and purity of leaders.

Course Description

The purpose of this course is to expose students to a variety of topics specific to discipleship in the field of Christian education. Students will attend the national conference for the Baptist Association of Christian Educators (BACE) at Mid-America Baptist Theological Seminary in Memphis, Tennessee on April 13-15, 2016.

Student Learning Outcomes

By engagement in this course, you should be able to accomplish the following:

1. Be able to demonstrate knowledge and understanding of current Christian education topics and resources available for developing disciple makers in the church.
2. Value personal development as a Christian educator/leader by striving for a vibrant relationship with Christ and value disciple making investment in others who will serve in education ministries of the local church.
3. Be able to gain skills in the area of observation and evaluation for the purpose of synthesizing characteristics of effective Christian education, assessing personal discipleship and developing practical application for effective discipleship in the church.

Required Readings

The following texts and resources are required reading and are to be read in their entirety unless otherwise specified.

Required Texts

Dietrich Bonhoeffer. *The Cost of Discipleship*. New York: TouchStone, 1995.

ISBN: 978-0684815008 (make sure you order this ISBN # book)

Gallaty, Robby. *Rediscovering Discipleship: Making Jesus' Final Words Our First Work*. Grand Rapids, MI: Zondervan, 2015.

OR

Gallaty, Robby. *Growing Up: How to Be A Disciple Who Makes Disciples*. Bloomington, IN: CrossBooks, 2013.

Hull, Bill. *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs, CO: NavPress, 2006.

Raley, Bruce, and David Francis. *Extreme Sunday School Challenge: Engaging Our World Through New Groups*. Lifeway Press, 2012.

Course Teaching Methodology

The course will take place at the BACE Conference 2016 in Memphis, Tennessee and involve pre-conference work, conference attendance, and post-conference work.

Special Event Course Considerations:

- **Conference Fee:** In addition to NOBTS graduate course tuition, you are required to register and pay the **\$30 student fee** for the BACE Conference. The BACE Conference will be held at **Mid-America Baptist Theological Seminary, 2095 Appling Road, Cordova, Tennessee 38016**. Students should go to <http://www.baptisteducators.com/job/annual-conference-mid-america-baptist-theological-seminary/> and complete the BACE registration and pay the \$30 student conference fee. NOTE: You should pay graduate course tuition to the NOBTS Business Office through the student's Self Serve account. You should register for BACE conference and pay BACE fee through the BACE website.
- **Transportation, Housing and Meals:** You are responsible for all travel, food, and rooming costs. Hotels are located in the area and a listing is available on the BACE webpage. Some meals are included in the conference registration fee.

Teaching Method

This course will emphasize observation and listening comprehension skills during the conference sessions and require conversation and analysis skills for assignment completion and discussions.

Delivery Format

The course will be delivered in a conference setting with group interaction incorporated at various times during the conference schedule and a pre- and post-conference discussion via Blackboard.

Assignments and Evaluation Criteria

You are expected to complete the course assignments in alignment with the student learning outcomes.

1. *Textbook Reading, PowerPoint & Verification:* (20%)

Due: **April 4, 2016**

Reading Assignment: You will read the **Bonhoeffer text** and the **Hull text** prior to the conference. You will be asked to indicate their reading percentage of the required texts
****Textbook Reading Verification will be conducted via Blackboard (online).**

Written Assignment: You will submit a **PowerPoint slide deck** of concepts from each text as a means of reviewing and comparing the textbook content. A **minimum of 20 slides of content**

are required for the assignment, but no more than 30 slides should be submitted. Be sure to exclude title slide, endnotes slide and/or selected bibliography slide from 20 slide count. You should have 20 slides of content. Do not submit more than 30 slides for the assignment.

Slide Content: The Bonhoeffer text, first published in 1937, but your textbook is copyright 1995 and the Hull text, copyright 2006, provide a description of various aspects of being a disciple. Spend time comparing the content of the books by asking and answering questions of the text. Some questions you may ask, but are not limited to, are as follows:

- What is Bonhoeffer's definition of a disciple? What is Hull's definition of a disciple? How are their definitions the same? How are they different?
- What characteristics or attributes does Bonhoeffer use to describe as qualities of the Christian life? What marks disciple does Hull use to distinguish a disciple? How does each author's explanation compare to one another?
- What are the primary biblical references to support Bonhoeffer's position on discipleship? Evaluate the biblical context of the passages used.
- What are the primary biblical references to support Hull's position on discipleship? Evaluate the biblical context of the passages used.
- How does Bonhoeffer envision the life of a devoted disciple?
- How does Hull describe the relationships of a disciple?
- What are the results of discipleship – Bonhoeffer's views and Hull's views?

This assignment aligns with student learning outcome #1 and #2.

2. *Personal Implementation of a Discipleship Model: (25%)* Due: **May 2, 2016**
Curriculum Reading and/or Viewing Assignment: You will purchase, download or borrow one of the discipleship model curriculum (i.e. leader guide, student guide, videos, training materials, etc.) presented during the conference or another curriculum approved by the professor.

Textbook Reading: Read the other required textbooks, *Extreme Sunday School Challenge: Engaging Our World Through New Groups* by Raley and Francis **AND** *Rediscovering Discipleship: Making Jesus' Final Words Our First Work* by Robby Gallaty **OR** *Growing Up: How to Be A Disciple Who Makes Disciples* by Robby Gallaty.

Writing Assignment: After obtaining and reviewing the discipleship model curriculum and reading the other two required textbooks, you will write a **4 - 6 page paper** describing the **implementation process** you would employ to use the selected discipleship model curriculum **in your personal life**. You will need to **be specific** in your implementation process – number of participants you will disciple, expectations for you, resources needed, expectations of participants, length of time, frequency of meeting, technology usage or in-person, etc.

This assignment aligns with student learning outcome #1, #2 and #3.

3. *Conference Journal & Evaluation: (10%)* Due: **April 25, 2016**
During the conference, you should make notations about each conference presenters, each breakout session leader, event displays and any resources provided (i.e., have a **conference journal** (electronic or written) recording the two days of presenters and

activities). At the conclusion of the conference, you will be required to evaluate the event by writing a review. The review should include a **1-page summary** of the sessions and activities with **main concepts learned** followed by a **2-page critical analysis** of the event worth/value regarding church disciple making, personal discipleship practices (i.e., will you be a “better” or more “effective” disciple maker because of attending?”).

Provide specific examples of how you were equipped to make disciples. Paper should not exceed a total of 4-full pages of content and then include a Turabian cover sheet.

This assignment aligns with student learning outcome #1 and #3.

4. *Research Local Church Discipleship Plans:* (25%)

Due: **May 13, 2016**

As a result of participating in this conference and reading the course textbooks, you will be introduced to various topics about discipleship. You will conduct a comparison research project on **3 different local church approaches to discipleship**. You may use one or more of the following research methodologies:

- a. Find 3 churches with different approaches to discipleship and conduct interviews with the primary staff members responsible for the discipleship ministry as well as some of the disciple making participants.
- b. Find 3 published resources on church website that describe 3 different discipleship approaches that represent how local churches make disciples (i.e. the church discipleship plan).
- c. Find at least one discipleship plan promoted in the 80s, 90s, 2000s and 2010s and study each approaches from these four decades to discover the purpose, similarities and differences, leadership training, resources materials, etc.

Once the research has been conducted, a presentation should be developed to communicate the research findings. You may be creative in your presentation such as make a video, write journal article, develop a newsletter, create a presentation, etc.

Written requirements:

- **4-page paper** informing the reader of your research findings from comparing the 3 approaches to local church discipleship plans; at least one page of content per approach, include introduction about the church context and a description of the discipleship plan.
- Submit a **selected bibliography of all resources** (books, journal articles, websites, interviews, etc.) consulted in research.
- If presentation created to go along with paper content, include **PowerPoint slides**.
- If interviews are conducted, **submit interview questions** used and **a list of the interview participant demographics** – gender, age range, position held, etc.), specific names can be excluded.
- If video is made, **a full-written script** to support video content.

This assignment aligns with student learning outcome #1 and #3.

5. *Blackboard Discussion:* (10%)

Due: **April 6, 2016 and April 23, 2016**

You will be responsible for participating in two discussion boards for the course. The pre-conference discussion board via Blackboard should be completed by **April 6**. The post-conference discussion board via Blackboard should be completed by **April 23**.

Discussion questions and guidelines will be posted on Blackboard.

This assignment aligns with student learning outcome #2.

6. *Course Participation:* (10%)

Due: **April 13-15, 2016**

You are expected to participate fully in the pre-conference and post-conference sessions (Wednesday – Friday). This portion of the course grade will be evaluated by the professor with regard to attendance notifications, meaningful interaction during conference, and evidence of discussion engagement. You are expected to attend at least one debriefing meeting after the conference concludes. The required class meeting will be **1:30pm-4:00pm on Friday afternoon.**

This assignment aligns with student learning outcome #3.

Time Commitment

This course should involve 10 hours of pre-conference work of reading two textbooks, creating PowerPoint presentation and one Blackboard discussion. The course will include pre-conference rally (optional), conference session attendance on **April 13-15, 2016**, and post-conference class meeting, all totaling 20 hours of participation. Also, the course will involve post-conference work constituting a minimum of 35 hours for assignment completion.

Course Evaluation

The professor will prescribe a grade based upon the student's satisfactorily completion of the following:

Textbook Reading, PowerPoint, and Verification	20%
Personal Implementation of a Discipleship Model	25%
Conference Journal & Evaluation	10%
Research Local Church Discipleship Plans	25%
Blackboard Discussion	10%
Conference Participation	10%

Grading Scale

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

EXTRA CREDIT: As a result of participating in this conference and reading the course textbooks, you will produce a **4-page creative writing paper**. Think in terms of *Pilgrim's Progress* by John Bunyan. A free pdf of the book is available at <http://document.desiringgod.org/the-pilgrim-s-progress-en.pdf?1446648353>

Assignment Guidelines: Be creative. Tell about a person's discipleship journey. The paper content should at least be 4 pages in length and include a Turabian cover page. Depending on the quality of the creative writing submission, you has the potential to earn up to 1.5 points on the final course grade.

Course Policies

Blackboard: The student is responsible to check Blackboard for grades, assignments, course documents and announcements. The student is responsible for maintaining current information regarding e-mail address on the Blackboard system and Self Serve.

Assignment Submission

Assignments are due on the date indicated in the “Assignments and Evaluation Criteria” section of the syllabus. Assignments not submitted via Blackboard by the assigned date are considered late and will **be penalized 5 points per day**. Assignments should **not** be e-mailed to the professor.

Course pre-assignments (i.e., textbook reading and discussion board) are due before the conference begins. Course pre-assignments not completed are considered late and must be submitted no later than the final conference session or a zero will be earned for the assignments. All other late assignments are due no later than 5 weeks after conference, no exceptions. ***If all course assignments are not uploaded to Blackboard by the sixth week after the conference, a grade of zero is automatically earned for all missing assignments.***

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment should include a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site.

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.

Absences

Class attendance is essential for effective learning and according to the NOBTS Graduate Catalog, **no absences** are allowed in conference courses, Saturday classes, academic workshops, or one-week summer courses. Arriving late to conference sessions or leaving early will count as an absence. A grade of “F” will be assigned to students who fail to attend the minimum number of course hours.

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 notification via Blackboard.

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.

The student is responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. Students must do the proper paperwork to ensure that they will not receive a final grade of "F" in the course if they choose not to engage online once they are enrolled in the course.

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/studentservices, email us at studentservices@nobts.edu, or call the Dean of Students office at [800-662-8701](tel:800-662-8701), ext. 3283. We are glad to assist you!*

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

Course Schedule

The schedule for the course is indicated below Wednesday, April 13 through Friday, April 15, 2016 and is influenced by the BACE conference schedule.

April 13

- 1:00pm-4:00pm Pre-conference: Project, Paper and Dissertation Presentations
- 6:00pm-8:00pm Meet-Greet-Eat Networking by State Convention

April 14

- 8:00am – 8:00pm Conference Schedule TBA

April 15

1:30pm-4:00pm

The conference ends at 12noon on Friday, April 15. Lunch: Students will be on their own to purchase lunch and return for a class meeting. Class meeting for DISC6392 BACE conference course.

Selected Bibliography

- Camp, Lee C. *Mere Discipleship: Radical Christianity in a Rebellious World*. Grand Rapids: Brazos Press, 2008.
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- Cocklereece, Tom. *Simple Discipleship: How to Make Disciples in the 21st Century*. St. Charles, IL: ChurchSmart Resources, 2009.
- Cole, Neil. *Search and Rescue: Becoming a Disciple Who Makes a Difference*. Grand Rapids, MI: Baker Books, 2008.
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