



## **DISC6300**

### **Lifespan Discipleship**

New Orleans Baptist Theological Seminary  
Christian Education Division  
Spring 2016 Internet

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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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#### **The Purpose of the Course**

The purpose of this course is to educate students on the content and process of discipleship in the local church, giving students useful tools for designing age-appropriate discipleship activities across the lifespan.

#### **Core Values**

*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 worshipping 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 the 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.

2. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
3. *Servant Leadership*: To serve churches effectively through team ministry.
4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion.

### **Course Description**

Students will examine discipleship through the lens of developmental stages across the lifespan—birth through older adult. Methodology will involve course readings, class discussion, and related course assignments. Emphasis is given to application in the local church context. There are no prerequisites for this course, though it is recommended the student first complete CEEF6306 Lifespan Development.

### **Student Learning Outcomes**

Upon completion of this course you should be able to:

1. Understand the cognitive, social, physical, moral, and spiritual development of each stage of the lifespan. (cognitive)
2. Identify basic components of a discipleship ministry. (cognitive)
3. Appreciate the need to implement a sound discipleship program that ministers to each age group in the local church. (affective)
4. Design a discipleship curriculum for a specific local church ministry reflecting age-appropriate content and learning activities. (psychomotor)

### **Required Reading**

Jackson, Allen. *DISCIPLE: The Ordinary Person's Guide to Discipling Teenagers*. Birmingham, AL: YM360, 2015.

Rutledge, Mason. *Memorize This*. Colorado Springs, CO: NavPress 2003.

See “Assigned Reading” in *Course Schedule*. Most assigned reading for the course is available via Blackboard shell.

### **Recommended Reading**

Geiger, Eric, Michael Kelly, and Philip Nation, *Transformational Discipleship: How People Really Grow*. Nashville, TN: B&H Publishing 2012.

Holibaugh, Anne Lincoln, “How to Talk to Your Children about Baptism and Communion.” <http://www.thevillagechurch.net/the-village-blog/how-to-talk-with-your-children-about-baptism-and-communion/>

Michael, David and Sally Michael. “Children & Prayer,” [http://www.brookhills.org/pdfs/preschool/children\\_and\\_prayer.pdf](http://www.brookhills.org/pdfs/preschool/children_and_prayer.pdf) (all articles on this page)

Ogden, Greg, *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downer's Grove, IL: InterVarsity Press, 1998.

Setran David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Publishing, 2013.

Spooner, Bernie, Ed. *Preschool Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Children's Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Youth /Collegiate Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Adult Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Stetzer, Ed. "Discipleship, Young Adults, and Deeper Teaching." Presentations at the D6 Conference, Frisco, TX, September 2012.

### **Course Teaching Methodology**

#### **Units**

##### 1- Overview of Development and Discipleship

Development over a Lifespan - Read pdf, "Introduction to Lifespan Development"  
Focus on Spiritual Development Across the Lifespan

What is Discipleship? - Read "A Discipleship Primer" by Dennis Rogers  
Groups: Small, Large, Open, Closed  
Scripture Memory and Hermeneutics  
Doctrine, Ethics, Polity, Theology

2- Discipleship for Preschoolers – Read Transcript from *Five Views on Infants & Children in the Church* (conference at NOBTS, April 27, 2015)

3- Discipleship for Children - Read "A Vision for Child & Youth Discipleship" by Sally and David Michael

4- Discipleship for Youth - Read *DISCIPLE* by Allen Jackson

Read "What Should I Do When My Kid Says, 'I'm Not Going to Church?'" by Brad Griffin (Fuller Youth Institute)

- 5- Discipleship for Young Adults - Read, “Narrative Discipleship: Guiding Emerging Adults to ‘Connect the Dots’ of Life and Faith” by Nathan Byrd
- 6- Discipleship for Middle Adults - Read, Chapter 4, “Implications for an Adult Religious Education for Spiritual Development,” in *The Spiritual Development of Adults in Mid-Life and Spiritual Direction: Implications for Adult Religious Education* (EdD Dissertation, NOBTS, 1987)
- 7- Discipleship for Senior Adults - Read Dr. Jeanine Bozeman’s article, “Becoming Family”
- 8- Facilitating Discipleship in - Read D. Mason Rutledge, *Memorize This*  
the Local Church  
Testimony: Sharing our Story  
Evangelism: Sharing the Story of Jesus  
Missions  
Disciplemaking  
Role of Parents

### Methodology

Methods used in this course include assigned reading, reviewing lecture material, individual learning assignments, and online interaction.

### Format

This course is taught online.

## Assignments and Evaluation Criteria

A rubric for each of the following assignments may be found on Blackboard.

### **1. Reading Assignments: (10%)**

**Due: Each Unit**

All reading assignments should be completed prior to the deadline so you can actively engage and process all class materials. The assigned reading for each unit appears in the “Course Schedule” section of the syllabus. Reading is extremely important as the content covered in this class is based on the required reading, and online Blackboard discussion also shows the level to which you are grasping and applying the course content. A minimum of one to two hours of reading and studying is needed to prepare for each unit. You will be asked to report a percentage of the reading you have completed at the end of the course. *This assignment is related to Student Learning Outcome #1.*

### **2. Blackboard Interaction: (10%)**

**Due: Each Unit**

In order to help you acclimate to the conversation about Lifespan Discipleship, online interaction throughout the semester may be necessary. Any assigned Blackboard submission is due at the designated time in the course schedule. The assignment is successfully completed after two

responses to your classmates are uploaded to Blackboard by the date indicated in the course schedule. *This assignment is related to Student Learning Outcomes #1 and #4.*

**3. Unit Quizzes: (2.5% each, Total = 20%)**

**Due: Each Unit**

You are expected to take all examinations at the scheduled times. Unless otherwise indicated, exams are NOT open book/open note. Unit quizzes will cover the content found in the unit's assigned reading. Unit quizzes will consist of objective questions (true/false, multiple choice, fill-in-the-blank, etc.) and subjective questions (essay questions and short answer questions).

**Make-up unit quizzes are approved at the discretion of the course instructor.** *These assignments are related to Student Learning Outcome #1.*

**4. Lifespan Discipleship Design (35%)**

**Due: Unit 8**

**May 10**

You will design and submit a one-year discipleship program as a document for ONE of the age segments in a local church (preschool, children, youth, young adults, middle adults, or senior adults). Assume a church large enough to have critical mass. Success in this assignment is a comprehensive plan, presented in chart form including the a) biblical rationale, b) discipleship knowledge, attitude, or skill, c) curriculum utilized (or written), d) time frame for the units, and e) resources needed (human, space, financial). A rubric is provided in the syllabus. *This assignment is related to Student Learning Outcome #3.*

**5. Discipleship Design Presentation (10%)**

**Due: Unit 8**

**May 10**

Prepare a presentation (powerpoint or something similar) of your 12-month discipleship program for one of the age segments (preschool, children, youth, young adult, middle adult, or senior adult). Your presentation should be created as if you were presenting to the volunteers at your church. Your presentation should be at least 25 minutes in length (or at least 10 slides).

**6. Lifespan Development Journal Article Review (10%)**

**Due: Unit 4**

**March 11**

Locate an academic journal article concerning one aspect (physical, cognitive, social, moral/spiritual) of one age group (infancy through senior adulthood) of the lifespan. Write a 3-page review of the research summarizing the conclusions and suggesting application in the local church. *This assignment is related to Student Learning Outcomes #1 and #4.*

**7. Class Participation (5%)**

**Due: Weekly**

You are expected to participate fully throughout the course. This portion of the course grade will be evaluated by the professor with regard to meaningful Blackboard dialogue, assignment completion, the timely submission of assignments, and evidence of engagement with course materials. You begin with a grade of 100. The class participation grade will be reduced one point for each tardy Blackboard submission or missed Blackboard submission. Other factors (listed above) are also taken into consideration when evaluating the Class Participation grade for this course. *This assignment is related to Student Learning Outcomes #1 and #4.*

## Course Evaluation

Reading Assignments	10%
Blackboard Interaction	10%
Unit Quizzes (8 at 2.5% each)	20%
Lifespan Discipleship Design	35%
Discipleship Design Presentation	10%
Journal Article Review	10%
Class Participation	5%

## Course Policies

**Absences:** In the online format, attendance is assessed through completed assignments for each unit: Blackboard discussion, Unit Quiz completion during the assigned time period, and assignment submission by the deadline stated in this course syllabus.

**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 submitted as Word, WordPerfect, or .pdf documents, written in third person unless otherwise instructed, and created in 12 pt., Times New Roman font.

**Assignment Submission:** All assignments are to be submitted in the Blackboard shell for this course. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient. Blackboard submissions are due by 11:59 p.m. on the date indicated in the Course Schedule section of this syllabus.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus, according to the grading scale in the NOBTS catalog.

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

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. 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:** A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**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 Blackboard 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 cannot 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 engage in the online class once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding personal 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. The ITC at NOBTS will place you in the correct Blackboard shell for this class before the first day of the semester.

**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 with any question you may have regarding this course.

**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> .

**Office Hours:** Tuesdays and Thursdays: 10a-12p (central time) or by appointment

**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 you may need that are able to be provided.

**Technical Support:** Need technical assistance? Contact the ITC using the following contact information.

[Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) Email for technical questions/support requests with the Selfserve.nobts.edu 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 Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com)

[ITCsupport@nobts.edu](mailto:ITCsupport@nobts.edu) Email for general technical questions/support requests.

**504.816.8180** Call for any technical questions/support requests.

[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) General NOBTS technical help information is provided on this website.

### Evaluation Rubric for Lifespan Discipleship Design

Age Segment Chosen: \_\_\_\_\_

Student Name: \_\_\_\_\_

Biblical Rationale (0-7)	Discipleship Knowledge (0-7)	Curriculum Utilized, or Written (0-7)	Time frame for the Discipleship Units (0-7)	Resources Needed Identified (0-7)	TOTAL POINTS (35 possible)
<b>Point Value: 0-1</b> No mention of biblical rationale	<b>Point Value: 0-1</b> Does not appear to demonstrate basic discipleship knowledge, attitude, or skill throughout the discipleship design; Little knowledge of discipleship	<b>Point Value: 0-1</b> No mention of curriculum in the discipleship design	<b>Point Value: 0-1</b> No inclusion of a time frame for the proposed discipleship units in the discipleship design	<b>Point Value: 0-1</b> No mention of human, space, or financial resources required for the proposed discipleship design	
<b>Point Value: 2-3</b> Biblical rationale present but weak, not well defined	<b>Point Value: 2-3</b> Demonstrates basic knowledge, attitude, skills of discipleship yet does not utilize information presented throughout the semester	<b>Point Value: 2-3</b> Curriculum does not support the 12-month length of the discipleship design	<b>Point Value: 2-3</b> Time frame presented is shorter than the required one-year/12-month time frame	<b>Point Value: 2-3</b> Partial mention of resources required, but not complete	
<b>Point Value: 4-5</b> Biblical rationale present and well explained, clear connection with the overall discipleship design	<b>Point Value: 4-5</b> Good demonstration of discipleship knowledge, attitude, or skill, utilizes information presented throughout the semester, adequate consideration of development stages in discipleship design	<b>Point Value: 4-5</b> Curriculum adequately supports the 12-month discipleship design, comprehensive flow apparent among the units over the 12 months	<b>Point Value: 4-5</b> Time frame presented meets the 12-month/one-year requirement, and includes presentation of strategic dates and calendar considerations	<b>Point Value: 4-5</b> Adequately addresses all resources needed: human, space, and financial	
<b>Point Value 6-7</b> Biblical rationale present and compelling, exceeds expectations in regard to the need for a discipleship design for the selected age segment	<b>Point Value: 6-7</b> Exceeds expectations, excellent application of information presented throughout the semester, demonstrates understanding of discipleship knowledge, attitude, or skills for the selected age segment	<b>Point Value: 6-7</b> Curriculum thoughtfully constructed to support the 12-month discipleship design	<b>Point Value: 6-7</b> Creative & thoughtful implementation of discipleship during the 12-month calendar including specific calendar events, exceeds expectations in presentation of the time frame	<b>Point Value: 6-7</b> Additional attention given to required resources to support and sustain the discipleship design (human, space, financial), logical expectations for resources needed	
				<b>TOTAL</b>	

### Course Schedule

Unit	Topic	Assignment Due
Unit 1 <i>Week of Jan 19</i>	Review the powerpoint presentation “Syllabus and Introduction”	Read “Introduction to Lifespan Development” <b>Complete Quiz 1</b> <b>Complete Unit 1 Blackboard Discussions</b>
Unit 1 <i>Week of Jan 25</i>	Review the powerpoint presentation “Developmental Theories & Theorists”	Read “A Discipleship Primer” <b>Complete Quiz 2</b> <b>Comment on at least 2 classmates’ posts in both Unit 1 Blackboard Discussions</b>
Unit 2 <i>Week of Feb 1</i>	Review the powerpoint presentation “Discipleship to Preschoolers”	<b>Complete Unit 2 Blackboard Discussion</b>
Unit 2 <i>Week of Feb 8</i>	Discipleship for Preschoolers	Read all chapters available for “Views of Infants and Children and the Church” <b>Complete Quiz 3</b> <b>Comment on at least 2 classmates’ posts in the Unit 2 Blackboard Discussion</b>
Unit 3 <i>Week of Feb 15</i>	Discipleship for Children	Read “A Vision for Child and Youth Discipleship” <b>Complete Quiz 4</b> <b>Complete Unit 3 Blackboard Discussions</b>
Unit 3 <i>Week of Feb 22</i>	Review the two powerpoint presentations on “Discipleship to Children”	<b>Comment on at least 2 classmates’ posts in the Unit 3 Blackboard Discussions</b>
Unit 4 <i>Week of Feb 29</i>	Discipleship for Youth	Read <i>DISCIPLE</i> <b>Complete Quiz 5</b> <b>Complete Unit 4 Blackboard Discussions</b>
Unit 4 <i>Week of March 7</i>	Review the two powerpoint presentations “Discipleship to Youth” and “Disciple (the book)”	<b>Journal Article Review due</b> <b>Comment on at least 2 classmates’ posts in Unit 4 Blackboard Discussions</b>
<i>Week of March 14</i>	<i>Spring Break</i>	

Unit 5 <i>Week of March 21</i>	Discipleship for Young Adults	Read “Narrative Discipleship” <b>Complete Quiz 6</b> <b>Complete Unit 5 Blackboard Discussion</b>
Unit 5 <i>Week of March 28</i>	Review the powerpoint presentation “Discipleship for Young Adults”	<b>Comment on at least 2 classmates’ posts in Unit 5 Blackboard Discussion</b>
Unit 6 <i>Week of Apr 4</i>	Discipleship for Middle Adults	Read Chapter 4 of Israel Galindo’s EdD Dissertation <b>Complete Quiz 7</b> <b>Complete Unit 6 Blackboard Discussion</b>
Unit 6 <i>Week of Apr 11</i>	Review the powerpoint presentation “Discipleship to Middle Adults”	<b>Comment on at least 2 classmates’ posts in Unit 6 Blackboard Discussion</b>
Unit 7 <i>Week of Apr 18</i>	Discipleship for Senior Adults	Read Dr. Jeanine Bozeman’s article “Becoming Family” <b>Complete Quiz 8</b> <b>Complete Unit 7 Blackboard Discussion</b>
Unit 7 <i>Week of Apr 25</i>	Discipleship for Senior Adults	<b>Comment on at least 2 classmates’ posts in Unit 7 Blackboard Discussion</b>
Unit 8 <i>Week of May 2</i>	Facilitating Discipleship	Read <i>Memorize This</i>
Unit 8 <i>Week of May 2</i>	Facilitating Discipleship	<b>Complete an online evaluation for this course (you will receive an email notifying you to complete the electronic evaluation)</b>
Unit 8 <i>Week of May 9</i>	Lifespan Discipleship Design & Presentation  <b><i>*The Discipleship Design assignment AND the Discipleship Design Presentation assignment are due by midnight on Tuesday, May 10, 2016</i></b>	<b>Discipleship Design Assignment Due: Preschool, Children, Youth, Young Adult, Middle Adult, or Senior Adult</b>  <b>Discipleship Design Presentation Due</b>

\*Professor reserves the right to adjust course content and material as needed.

## Selected Bibliography

- Arnett, Jeffrey J. *Adolescence and Emerging Adulthood: A Cultural Approach*, 5th ed. Boston: Pearson, 2013.
- Baugh, Ken and Rich Hurst. *The Quest for Christ: Discipling Today's Young Adults*. Loveland, CO: Group, 2002.
- Castor, Ken and Katie Edwards. *The Skinny on Discipleship: A Big Youth Ministry Topic in a Single Little Book*. Loveland, CO: Simply Youth Ministry, 2015.
- Craker, Lorilee and Fleming H. Revell. *The Wide-eyed Wonder Years: A Mommy Guide to the Preschool Daze*. Ada, MI: Revell, 2006.
- Dunn, Richard and Jana L. Sundene. *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation*. Westmont, IL: InterVarsity Press, 2012.
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- Main, Bruce. *If Jesus Were a Sophomore: Discipleship for College Students*. Louisville, KY: Westminster John Knox Press, 2002.
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- Shafer, Barry. *Unleashing God's Word in Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.
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