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 equip students with a variety of tools for assessing, integrating, and developing discipleship effectiveness in a local Church or its’ ministries. Students will explore the ways Jesus discipled His followers.

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 2013-2014 academic year that Core Value is Doctrinal Integrity.

Curriculum Competencies Addressed
This course will address the following curriculum competencies:

1. Personal Skills: Understand what it means to be a disciple and a disciplemaker,
2. People Skills: Relate to youth and families in the context of discipleship and youth ministry.
3. Leadership: Design and implement need-based discipleship environments in youth ministry programs, with emphasis on helping parents disciple their own teenagers.
5. Biblical, Theological, Pastoral: Appreciate the necessity of right interpretation of Scripture using various study tools in order to communicate scriptural truth in large and small groups.

Course Description

Discipleship is one of the tasks identified by Jesus in the Great Commission. However in local churches, the difficulty in finding a “time slot” to offer a program for discipleship has been one of several challenges in fulfilling the task to make disciples. This course takes a fresh look at the biblical role of discipleship for the purpose of equipping students to creatively explore ways to address the purpose of disciplemaking as Jesus commanded. Students will explore the biblical content of discipleship, the biblical mandate for discipleship, and possible contemporary expressions of “doing” discipleship in the church. Specific attention is given to the equipping of families of students to disciple teenagers within the context of the family.

Learning Objectives

The student involved in this course should be able to accomplish the following: Make sure to include all three domains of learning.

Cognitive:
- Explore how the Bible is our textbook to disciple making
- Describe and explain the role of personal discipleship growth

Affective:
- Discuss how spiritual disciplines are used by God to shape spiritual formation.
- Grasp the urgency of equipping parents to disciple their children

Psychomotor:
- Enlist, train, and encourage adult volunteers who will help in the implementation of a discipleship model. Build relationships with students, youth workers, and parents of
teenagers.

- Articulate a vision and describe a strategy for discipleship for students and their families in the context of the local church.

**Required Readings**

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

**Required Texts**


Hall, R. Clyde, *Intentional Student Discipleship* (Self-published) **Selected sections provided**


**Optional Texts**


Melton, Alan and Paul Dean, *Disciple Like Jesus For Parents*.


**Course Teaching Methodology**

Units of Study

Introduction

Unit One: What is a Disciple? John Stott, *The Radical Disciple, DiscipleYouth: The Notebook*

- Assurance of Salvation
• Ability to Study the Bible
• Scripture memory
• Personal testimony
• Evangelistic witness

Unit Two: What is a Disciplemaker? Leroy Eims, *The Lost Art of Disciplemaking*
- Influence
- Discipling Youth
- Discipling Parents

Unit Three: What is a Disciplemaking Youth Ministry?
- A “failed” model
- Family-Based Youth Ministry
- Leading Families to Disciple Teenagers

Unit Four:
- A Way Forward
- Designing a Discipleship Strategy for Youth and Families

**Teaching Method:** Methodology will include but is not limited to lecture, presentations, small group sessions, dialog, research, interviews, role play and reflection.

**Assignments and Evaluation Criteria**

**Course Requirements**

*Based upon the Wright text*, each student will write an essay entitled, “The Biblical Basis for Discipleship with Youth and Families. After reading the text, and staying close to the biblical theme organize your essay into three parts: (15%)
- Information–from a biblical perspective, what did you learn about discipleship?
- Urgency–based upon your reading why is discipleship important?
- Action–based upon biblical information in the book as well as in your personal opinion, what should we do as a church?

**The Staples. (5% each, 20% total)** The basic food groups of discipleship are
- Scripture memorization Each student will memorize key discipleship passages according to the assignments in the syllabus. Students will quote verses to each other weekly.
- Testimony articulation–each class day will start with a student giving their testimony regarding their conversion and call
- Evangelistic presentation–each student will write a script of a presentation of the gospel that is 1) in their own personality and voice and 2) faithful to Scripture
• Bible study preparation—each student will research a Bible study method (e.g. topical, verse-by-verse, inductive, etc.) and prepare a sample study using the selected method.

One book summary. Reading on discipleship is foundational to thinking about disciplemaking with youth and families in the church. Pick a book from the recommended reading (or present one of your choosing to the professor for approval) and prepare a critical book review.

See Appendix A for “How to Prepare a Critical Book Review.” (15%)

Discipleship Strategy. Each student will prepare a presentation for parents and church members as to how discipleship can be a partnership between parents and youth ministry. The presentation will be in Power Point format and submitted as .ppt handouts. (10%)

Synthesis paper. Based on what you learned, type an 8-10 page paper describing your “heroes” in discipleship, your “non-negotiables regarding discipleship, your personal conviction for disciplemaking, and your suggestions for a strategy to facilitate discipleship content and relationships in a local church. (15%)

Complete a midterm and final examination (10%)

Course Policies

Grading Policies
• Assignments are due by the beginning of class on the day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Assignments may only be turned in during a class period (unless otherwise specified by the professor).
• Since exams are given via Blackboard, students will have a 24 hour window in which to take the exam. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result an automatic grade of 0.
• Email submissions are not accepted, except for the resume and unless directed by the professor.

Style
Guidelines for papers submitted in this course are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is available in the bookstore.

**Formatting**
- All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
- Be sure to include your name, date of submission and the assignment title on the cover page.
- Be sure to staple all assignment pages together before submission.

**Attendance**
Students are expected to attend class sessions. Students missing more than 4 of the class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence.

**Evaluation**
- Essay 15%
- Staple assignments 20%
- Book summary 15%
- Discipleship Strategy 15%
- Synthesis paper 20%
- Exams 10%
- Class Participation 5%

**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.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Syllabus Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>The State of Youth Ministry</td>
<td>rethink, ch. 3</td>
<td>Recite Roman Road</td>
</tr>
<tr>
<td>1/27</td>
<td>Thinking About Discipleship</td>
<td></td>
<td>Recite Roman Road</td>
</tr>
<tr>
<td>2/1</td>
<td>Thinking About Discipleship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Unit Two: Being a Disciple</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Disciples or Christians? Nonconformity, Christlikeness</td>
<td>The Radical Disciple</td>
<td>2 Timothy 1:8-14</td>
</tr>
<tr>
<td>2/8</td>
<td>Maturity, Creation Care, Simplicity</td>
<td>The Radical Disciple</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Balance, Dependence, Conclusion</td>
<td>The Radical Disciple</td>
<td></td>
</tr>
<tr>
<td>2/15</td>
<td>Lynn Riley, Arkansas Bapt. Conv.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Discipline: Personal Testimony</td>
<td></td>
<td>2 Timothy 2:1-7</td>
</tr>
<tr>
<td>2/22</td>
<td>Van Simmons, Life After Seminary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Discipline: Personal Bible Study</td>
<td></td>
<td>Give testimony</td>
</tr>
<tr>
<td>3/1</td>
<td>Discipline: Prayer, Solitude</td>
<td></td>
<td>Book Review 1 Due</td>
</tr>
<tr>
<td>3/3</td>
<td>Discipline: Evangelism (Share Jesus Without Fear)</td>
<td></td>
<td>2 Timothy 2:14-16</td>
</tr>
<tr>
<td>3/8</td>
<td><em>Mardi Gras—no class</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Unit Three: Making Disciples</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10</td>
<td>The Need for Multiplying Disciples</td>
<td>Eims, ch. 1</td>
<td>Evangelistic Presentation</td>
</tr>
<tr>
<td>3/15</td>
<td><em>Spring Break—no class</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td><em>Spring Break—no class</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>Making Disciples in the Early Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td>Process of Making Disciples</td>
<td>Eims, ch. 4-5</td>
<td>2 Timothy 2:20-26</td>
</tr>
<tr>
<td>3/29</td>
<td>Developing Disciples</td>
<td>Eims, ch. 6</td>
<td>Bible Study Prep Due</td>
</tr>
<tr>
<td>3/31</td>
<td>Developing Disciplemakers</td>
<td>Eims, ch. 7-8</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4/5</td>
<td>Developing Disciplemakers</td>
<td>Eims, ch. 9-11</td>
<td>Book Review 2 Due</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 4: Disciplemaking in Youth Ministry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Practically Speaking: Programs for Discipleship</td>
<td>rethink, ch. 4-8 Melton (optional but helpful)</td>
<td>2 Timothy 3:1-5</td>
</tr>
<tr>
<td>4/12</td>
<td>Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/14</td>
<td>Mentoring</td>
<td></td>
<td>rethink Essay Due</td>
</tr>
<tr>
<td>4/19</td>
<td>Jonathan Denton: Discipleship with Guys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>Amanda Denton: Discipleship with Girls</td>
<td></td>
<td>2 Timothy 3:10-17</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 5: Resources to Put it All Together</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/26</td>
<td>Vital Truth</td>
<td></td>
<td>D’ship Strategy Due</td>
</tr>
<tr>
<td>4/28</td>
<td>Vital Character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/3</td>
<td>Vital Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/5</td>
<td>Catch Up Day</td>
<td></td>
<td>2 Timothy 4:1-8</td>
</tr>
<tr>
<td></td>
<td><strong>Synthesis Paper Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Final Exam (12-2pm)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Selected Bibliography**

A complete youth ministry bibliography is available online at: [www.youthministryinstitute.org](http://www.youthministryinstitute.org). Look under the “Links” section.