

*School of Graduate and Continuing Studies
Olivet Nazarene University*

DISCIPLING

PRM 310

DATES: MAY 21 – 25, 2018

Syllabus

Bachelor of Applied Science in Practical
Ministries

for

Salvation Army Officers



Rev. January 2018

DISCIPLING

Statement of Faith

“As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and the Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.” 2002-2004 Catalog. Bourbonnais, IL: Olivet Nazarene University.



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COURSE DESCRIPTION/OVERVIEW

The purpose of this course is to develop students who:

- a) Effectively live a disciplined life
- b) Are empowered to plan and implement disciple-making strategies.

The model is Jesus whose purpose was to make disciples who perpetuate the disciple-making process. The focus of this study is the development of intentional discipleship strategies. The outcome is that students are equipped with practical strategies to initiate and maintain a group of disciples within their community who will then perpetuate the process.

COURSE MATERIALS

TEXTBOOK/REQUIRED READING

Andrews, A. (2010) *The kingdom life: A practical theology of discipleship and spiritual formation*. Colorado Springs, CO: NavPress.

Dever, M. (2016) *Discipling: How to help others follow Jesus*. Wheaton, IL: Crossway. ISBN 978-1-4335-5112-2

Edwards, G. (2005) *Swimming lessons*, Springfield, OH: Specificity.
(Go to the publishers website to order the book <https://goo.gl/vvX1ff>)

Hull, B. (2006) *The complete book of discipleship: On being and making followers of Christ*. Colorado Springs, CO: Navpress.

Kinnaman, D. (2011) *You lost me: Why young Christians are leaving the church*. Grand Rapids, MI: Baker Books.

RECOMMENDED READING

Hull, Bill (2015) *The false promise of Discipleship*. eBook

McDowell, J. (2003). *Beyond belief to conviction*. Carol Stream, IL: Tyndale House.

Willard, D. (2010). *The kingdom life: a practical theology of discipleship and spiritual formation*. Colorado Springs, CO: Navpress.

LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

1. Understand the Biblical model of discipleship.
2. Recognize the importance of maintaining personal spiritual disciplines in order to be an effective discipler.
3. Differentiate the concepts of evangelism, discipleship and mentoring from a Biblical perspective.
4. Analyze the discipling methods of Jesus, the early church and others as demonstrated in New Testament Scriptures.
5. Recognize the elements of strategic planning that support implementation of disciple-making and mentoring ministries.
6. Develop the ability to design and implement a personal plan for intentional disciple-making in a ministry setting and report on “short term” results.

LEARNING OUTCOMES

The following outcomes are expected of each student for this course:

1. To be a discipler – always having one or more that they are actively discipling.
2. To have a mentor – have a person in their life that is able to actively encourage in their faith and help them grow spiritually.
3. To be enthusiastically looking out for Christian material to aid in the growth of themselves and others.
4. To incorporate these tools into their ministry where possible.

COURSE ASSIGNMENTS

Pre-Class Assignments: Complete all required reading and submit completed pre-class assigned papers by date noted. All papers must be formatted using APA style and the guidelines/help are on page 10.

1. The Student will prepare an autobiographical report of 500 – 900 words regarding his/her own spiritual journey answering the following:
 - Prior to your salvation, what did you know about Christianity and what led you to accept Christ as your Savior?
 - Discipleship, what is your experience formal and informal?
 - This will be shared with the class so that we can all get to know each other, therefore, please include current appointment, family, and the reason for taking this course.
 - **Due to Christie Van Zee, Major by May 8, 2018** and CC: *David Tooley & Barb Higgins*. (please e-mail, and submit through CANVAS)
2. Student will read at least two chapters of “The Kingdom Life” edited by Alan Andrews and write a report of 500 – 900 words covering:
 - Key insights provided by the author of that particular chapter
 - Your own opinions and experience relating to the author’s premise
 - Relevance and potential application to your current ministry situation
 - **Due to Christie Van Zee, Major by May 15, 2018** and CC: *D. Tooley & B. Higgins*. (please e-mail, and submit through CANVAS)
3. Student will read “Swimming Lessons” by Grant Edwards and write a report of 500-900 words covering:
 - Key insights provided by the author
 - Your own opinions and experience relating to the author’s premise
 - Relevance and potential application to your current ministry situation
 - **Due to Christie Van Zee, Major by May 21, 2018 (first day of class)** CC: *D. Tooley & B. Higgins* (please e-mail and submit through CANVAS)

In-Class Involvement and assignments:

1. **Attendance & Participation.** Attendance in classes is assumed. Participation in class is expected.
2. Participate in a group discussion related to assignments issued in class by the instructors. Group discussions will address the following:
 - a. Key insights provided by the authors of the texts.
 - b. Strengths and weaknesses of the author’s premise.
 - c. Implications for ministry in the corps/church.
 - d. Questions for further research.

- e. Each day there will be a *Discipleship Experience* during the last part of the day's class and groups will be created. These groups will also require you to engage in the conversation.
3. **Quiz** *first day* over the first three chapters of The Complete Book of Discipleship: On Being and Making Followers of Christ.
 - a. **Required reading for this book is just the first 3 chapters.** The rest of the book will be the foundation to our week long class discussion, therefore rest of the chapters are optional reading.
 4. **Presentation:** after reading "You Lost Me" by David Kinnaman do some research into the statistic of your Corps/Church and talking with others within the church. Consider these kind of questions:
 - a. In the past 10 years consider what percentage of the young people 12 and older have stayed with the church? Why have they stayed?
 - b. In the past 10 years consider what percentage of the young people 12 and older have left the church? Why have they left?
 - c. Incorporate what you have learned from this book and what you have learned about your ministry.
 - d. With this research prepare to present your findings to the whole class you will have up to 10 minutes or less depending on the size of the group.
 - e. Be ready to present your information on **May 22, 2018: Tuesday starting at 10:00** [Depending on size of class this may be done all on Tuesday or spread out the rest of the week – we will let you know after registration is complete.]
 - f. Follow-up questions and answer time will be done after all of the presentations.
 - g. Provide a summary or PowerPoint [250- 500 words] of your findings for the three instructors. Please remember because you have used the "You Lost Me" book, it will have to be cited at the end of your paper or powerpoint. **Due on Tuesday, May 22nd.**

Post-Class Assignments:

1. **Action Plan** for Personal Discipleship (Use grid that is included in Appendix D)
 - a. Participants names (no contact info) [Remember: you can also get someone [1] to mentor/disciple you.]
 - b. Background of the participants – age, gender, spiritual history [example]
 - c. Why you chose them?
 - d. Write out the logical steps & methods (material) including a timeline that will be employed for discipling these two [or more] individuals, Venue and expected outcomes. This plan will include minimum of four meetings with the two disciples.
 - e. **The Action Plan is due to Christie Van Zee by July 3, 2018** [CC: D. Tooley & B. Higgins] (please e-mail and submit through CANVAS).

2. **Responsive Report on Discipleship Encounters** - The student will write a paper (minimum of two pages - 500 to 1000 words) responding to & reporting the outcomes of their four or more meetings with the two being disciplined. This report should cover the following topics:
- What did you learn or gain through these discipling encounters? [Not all discipling plans go well and that is okay. You can write about that too. There is great benefit in trying and repeating the process until you are successful too.]
 - What did those being disciplined learn or gain through these encounters?
 - Are you continuing this process? If so, why? If not, why not?
 - What, if anything, will you change to make your discipling process more effective?
 - How did you prepare for your discipling encounters? What sources / resources did you find most helpful through your discipleship process?
 - The Report is due to Christie Van Zee by August 7, 2018 [CC: D. Tooley & B. Higgins] (please e-mail and submit through CANVAS).**

ATTENDANCE, PARTICIPATION, AND TARDY POLICY

As you are aware, the School of Graduate and Continuing Studies is required to closely monitor the attendance of all learners enrolled in our programs. It is very important that the student attend every hour of instruction. Attendance is taken in the morning and afternoon. Students may not miss more than three hours of instruction and receive full credit for the course – and only with prior approval of Director of SACEP, Professor of Record and instructor. All absences should be reported to Professor of Record.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period

Participation is not the same as attendance. Participation requirements are determined by the instructor and may include prohibitions against non-class related use of computer or phone during class.

ACADEMIC INTEGRITY — (SCHOOL OF GRADUATE & CONTINUING STUDIES)

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

- Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
- Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (**plagiarism**). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
- The use of a textbook or notes during an examination without permission of the facilitator.
- The receiving or giving of unauthorized help on assignments.
- Submitting for credit borrowed or purchased papers.

6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
 - a) Work may not be redone, and no credit is given for that particular assignment.
 - b) Alternative assignments may be given for full or partial credit.
 - c) The learner may be dismissed from the university.
2. Course facilitators must report any incident of violation of the policy on academic integrity to the Dean for Graduate and Continuing Studies through the SACEP Director. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.

GRADING SYSTEM

Undergraduate Courses

A	94-100	A- 90-93.9%	B+ 87-89.9	B 83 -86.9
B-	80 -82.9	C+ 77-79.9	C 73 – 76.9	C- 70 -72.9
D+	67-69.9	D 63 – 66.9	D - 60-62.9	F <60

A = Excellent Performance; outstanding, thoughtful responses, willing to self-evaluate. Open to others perspectives and opinions; engages in a thoughtful and respectful manner within areas of disagreement. Student brings experience, outside sources and personal insights to discussions, activities and projects. There is evidence of careful attendance to assignments; neat and creative presentations (written or oral). Student attends to time frames given for presentations and assignments.

B = Above Average Performance is above average in all areas; outstanding in some ways;

C = Satisfactory: Performance is generally acceptable; needs to improve in some areas

D = Marginal: Performance lacking in many areas; barely meets minimum requirements

F = Unsatisfactory performance

LATE POLICY

Due dates for course assignments are provided with the anticipation of timely and successful completion. Late work is not anticipated. If an emergency arises preventing the student from submitting the assignment on the due date, the assigning instructor must be contacted prior to the due date for consideration of an assignment extension. Only one (1) assignment may be considered for an extension. The longest extension permitted is ten (10) days.

Any late work received without first contacting the instructor will be subject to a reduction of one third letter grade per week. (I.e: A work becomes an A-)

No work will be accepted following ten (10) days of the completion of the SACEP course. Incomplete work will become a zero (0), and will be factored into the final grade as such.

COURSE OVERVIEW – DAILY SCHEDULE*

***Please note that the contents of the schedule will not change, however, the class times may be revised due to availability of instructors.**

Monday:

1:00 – 1:15	Class Devotions – Major Christie
1:15 -- 2:45	Getting to know one another and the topic
2:45 – 3:00	Break
3:00 – 3:20	Quiz on <u>The Complete Book of Discipleship</u>
3:20 – 4:00	Benefits of Small Groups and Discipleship Material Previews
4:00 -- 4:45	Discipleship Experience 1

Tuesday:

8:00 – 8:15	Class Devotions -- David
8:15 – 8:55	Where does a Disciple grow best? David
8:55 – 9:50	What Makes a Good Disciple? David
9:50 – 10:05	Break
10:05 – 11:00	Importance of Youth Discipleship -- Barb
11:05 – 11:45	United Devotions
1:00 – 1:55	Student Presentations
1:55 – 2:45	Student Presentations
2:45 – 3:00	Break
3:00 – 3:55	Discipleship Material Previews and some best practices
4:00 -- 4:45	Discipleship Experience 2

Wednesday:

8:00 – 8:15	Class Devotions – Barb
8:15 – 8:55	How To Disciple Teens & Young Adults -- Barb
8:55 – 9:50	Specifically Corps Cadets -- Barb
9:50 – 10:05	Break
10:05 – 11:00	Textbook Discussions (on required reading)
11:05 – 11:45	United Devotions
1:00 – 1:55	The Jesus Model of Discipleship -- Christie
1:55 – 2:45	Generational Discipleship -- David
2:45 – 3:00	Break
3:00 – 3:55	Spiritual Disciplines in Discipleship -- Christie

4:00 – 4:45 Discipleship Experience 3

Thursday:

8:00 – 8:15 Class Devotions – David
8:15 – 8:55 The Art of Listening and Asking Good Questions for Discussion -- David
8:55 – 9:50 False Promise of Discipleship -- Christie
9:50 – 10:05 Break
10:05 – 11:00 Stages of Discipleship -- David
11:05 – 11:45 Devotions
1:00 – 2:45 Personal Discipleship -- Barb
2:45 – 3:00 Break
3:00 – 3:55 Discipleship Encounters -- Christie
4:00 -- 4:45 Discipleship Experience 4

Friday:

8:00 – 8:20 Class Devotions -- Barb
8:25 – 9:50 PERSONAL APPROACHES TO DISCIPLESHIP -- ALL
9:50 – 10:05 Break
10:05 – 11:00 DISCIPLESHIP EXPERIENCE DEBRIEF -- ALL
11:00 --11:45 SACEP ends

POLICY ON RETURNING ASSIGNMENTS TO STUDENTS:

The SACEP policy requires faculty to return assignments within two weeks (14 days) after the assignment is due.

APA GUIDELINES

All students are expected to follow APA guidelines in submitting work.

Access the **School of Graduate and Continuing Studies Student Success Website** for help with APA formatting, citations, and references.

Go to <http://my.olivet.edu>

Type your User Name and Password.

 Locate the Home tab. Click on “SGCS.”

 Locate the Student Support tab at the top of the page and click on “Tools for Success.”

 On the bottom of the Student Success Resource Center team page, click on “Click here for the Student Success Site Directory

The bottom left of the Academic Strategies tab has links for APA formatting, rules for citations and references, frequently made errors, APA resources, and Benner Library. An APA sample paper is included.

From the Student Success Resource Center team page, you may also access APA resources on the left hand side of the page under Academic Strategies or the right hand side of the page under Academic Strategies Home.

APPENDICES (RUBRICS)

Appendix - A

Pre-class assignments	Possible	Score
Autobiography	50	
Paper #1 – Kingdom Life	100	
Paper #2 – Swimming Lessons	100	
During class assignments		
Attendance/ Participation	50	
Quiz	50	
Presentation	150	
Post-class assignments		
Action Plan	200	
Responsive Report	300	
Total	1000	
Deduction for work submitted late		

Appendix - B

Grading Rubric	<p>Each assignment will be graded for the following elements:</p> <ol style="list-style-type: none"> i. Mechanicals: i.e. spelling, grammar, double spacing, typos, proper paragraphing – 20% ii. APA style errors: i.e. correct in-text citation, integration of sources, etc. – 25% iii. Required length and computer generated word count – 5% iv. Body of papers – 50% <ol style="list-style-type: none"> 1. Introduction: clearly states thesis/topic? 2. Does each paragraph have a main idea? 3. Does each paragraph flow logically from the preceding one? 4. Is the paper organized and well developed? 5. Does the paper fulfill your stated aim(s)? 6. Does the paper follow the directions on the syllabus? 7. Is there a balance between quotes, paraphrases, summaries, and own words? 8. Is there sound interpretation of text material? 9. Is there thoughtful interpretation, personal application and reflection? 10. Conclusion: does it pull the ideas together without including new information?
1. Pre-class assignment:	25% of Grade
2. In-class assignments	25% of Grade
3. Post-class assignment:	50% of Grade

Appendix – C

Sample Cover Sheet Below

Course Title
Course Prefix and Number

Assignment Name
Assignment Number
Submitted by (Your Name)

Olivet Nazarene University
Instructor's Name
Date submit

Appendix – D

ACTION PLAN for Personal Discipleship

Due:

ACTION PLAN #1 –

Participants:	
Spiritual Background:	
Reasons for Choice:	
Timeline:	
Venue:	
Discipleship Steps/Methods:	
Expected Outcomes:	.

ACTION PLAN #2 –

Participants:	
Spiritual Background:	
Reasons for Choice:	
Timeline:	
Venue:	
Discipleship Steps/Methods:	
Expected Outcomes:	

BIBLIOGRAPHY

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Anderson K & R Reese. (1999) *Spiritual mentoring: A guide seeking and giving direction*. Downers Grove, IL: InterVarsity.

- Bakke Jeannette A. (2000) *Holy invitations: Exploring spiritual direction*. Grand Rapids, MI: Baker Books.
- Barton, Ruth Haley. (2006). *Sacred rhythms: Arranging our lives for spiritual transformation*. Downers Grove, IL: InterVarsity.
- Benner, David G. (2002). *Sacred companions: The gift of spiritual friendship & direction*. Downers Grove, IL: InterVarsity.
- Bennett, Ron. (2001). *Intentional discipling: Cultivating spiritual maturing in the local church*. Colorado Springs, CO: NavPress.
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