



Discipling Youth in a Family Ministry Context
CEYH8303
New Orleans Baptist Theological Seminary
Christian Education Division

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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.

Purpose of the Course

The purpose of this course is to equip students to plan, implement and evaluate discipleship programs for students by involving both youth ministry and family elements. The family and the church are considered the primary environments for the discipleship of youth.

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

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

Biblical exposition: To explore Biblical models for discipleship in youth and families.

Theological and historical perspective: To compare “traditional” youth ministry models and family-based models for discipleship.

Effective servant leadership: To investigate the church’s role to serve families in their efforts to disciple their youth.

Interpersonal relationships: To study the relational dynamics between parent and teenager, church and teenager, and church and parents and develop the skills need to establish, maintain and strengthen these relationships.

Disciple making: To equip the church, parents and youth for intentional disciple making.

Spiritual and character formation: To explore moral leadership and mentoring Christian character and devotion for youth through the family context and church congregation.

Course Description

This course will examine the role of youth and family ministry as a means of reaching the un-churched and providing avenues for growth and ministry for all age groups. The course will include the biblical foundation for ministry to youth and families, and analysis of contemporary intergenerational characteristics and issues and focus on developing practical ministry strategies to provide effective, need-oriented ministries across the generations, emphasizing family context.

Learning Objectives

The student is expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive: Students will understand cultural trends that influence and affect adolescents and their families.

Students will describe common factors and needs among teenagers and the teenagers in relationship to other generations, specifically their parents.

Students will describe and apply a Biblical model to ministry to youth and families.

Students will be able to develop a comprehensive theology and philosophy of youth discipleship ministry and know how to obtain and use tools to implement their philosophies.

Affective: Students will understand and appreciate the different ministry needs of early, middle, and late adolescents, especially in relation to families and the developmental and spiritual needs typical of parents of teenagers.

Students will value strengthening youth families as a basis for enhancing the discipleship of youth.

Students will acknowledge and respond to the urgency for equipping and encouraging parents to become the primary disciplinarians with their youth.

Psychomotor: Students will analyze and interpret current data and research on inter-generational issues and contemporary families as well as incorporate findings into practical ministry plans based on identified themes.

Students will develop and deliver a multi-generational relational curriculum that enable discipleship and Christian nurture of youth within local church with emphasis on parental engagement.

Students will construct a comprehensive ministry plan for each generation in their community, including an implementation phase, evaluation process and measure of success.

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

Arnett, Jeffrey Jensen. *Emerging Adulthood: the Winding Road from the Late Teens through the Twenties*. New York: Oxford UP, 2006.

Dean, Kenda Creasy (Editor), Chap Clark, Chap Clark (Editor), Dave Rahn (Editor), Dave Rahn, Kenda Creasy Dean. *Starting Right: Thinking Theologically About Youth Ministry*. Zondervan, Grand Rapids, 2013.

Wright, Steve, *rethink*. Wake Forest, NC: Inquest Publishing, 2007.

Optional Texts

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2011.

Devries, Mark. *Sustainable Youth Ministry*. InterVarsity Press, Downers Grove, IL, 2008.

Devries, Mark. *Family-based Youth Ministry*. InterVarsity Press, Downers Grove, IL, 1994.

Joiner, Reggie and Carey Nieuwhof. *Parenting Beyond Your Capacity: Connecting Your Family to a Wider Community*. Colorado Springs, CO: David C. Cook, 2010.

Jones, Timothy Paul. *Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples*. Indianapolis, IN: Wesleyan Publishing Group, 2011.

Kimmel, Tim. *Connecting Church & Home: A Grace-based Partnership*. Nashville, TN: Randall House, 2013.

Course Teaching Methodology

Units of Study

The topics of study that will be covered in the course are as follows: discipleship defined, contemporary family dynamics in cultural context, parents as disciplemakers, the role of the church in discipleship, and intergenerational relationships as a means of discipleship.

Teaching Method

This course will emphasize a format of teaching and learning including class discussion, peer reviews, interactive lecture, and individual research, project development and presentations with the goal of providing balanced instruction to engage the mind, the will and the emotion of the students.

Delivery Format

The course will be offered through multi-site delivery utilizing Compressed Interactive Video (CIV) for the 3-day seminar class meeting format.

Assignments and Evaluation Criteria

This section includes information concerning requirements and expectations for the course.

1. **Textbook Reading.** The required textbooks should be read prior to the class meetings and students should complete a *two-page critical analysis* of **each** textbook content (i.e., a total of six pages maximum for the entire assignment).
 - a. This assignment is not a summary, but rather identification of the text purpose, main ideas, and implications for church ministry practice.
 - b. Upload assignment to Blackboard for professor and peer review and students should be prepared for discussion during class meetings.

2. **Teaching Seminar.** Develop a teaching seminar on discipleship for youth families that will be taught at your church prior to the NOBTS seminar class meetings.
 - a. **Annotated Bibliography.** Students will prepare an annotated bibliography of at least 15 resources to support the seminar content. Include: the bibliographic information followed by a brief paragraph of text purpose and content summary for each resource (3 to 5 sentences).
 - b. **Discipleship Survey or Family Interviews.** Students will either develop a discipleship survey or conduct family interviews to learn current trends on inter-generational issues and contemporary families.
 - i. Discipleship Survey. Students will develop and distribute a discipleship survey with a range of 5 to 10 questions based on information from

textbook reading and annotated bibliography and collect a **minimum of 20 surveys from youth families** either in the church and/or the community. The survey can be conducted via online, through e-mail or hard copy distribution. After the surveys are conducted the students will analyze responses for consistent, repeated themes. The themes discovered should provide insight for the selection of the teaching seminar content. A **one-page document of themes** should be formulate and submitted via Blackboard.

- ii. **OR Family Interviews.** Students will develop a list of 5 to 7 interview questions based on information from textbook reading and annotated bibliography and conduct a **minimum of 6 *in-person* interviews** with youth families in at least two categories such as traditional family with teenagers, blended family with teenagers, single-parent family of teenagers, guardian family with teenagers (possibly grandparent is serving as “parent”). Three interviews with each category are required. For example – 3 interviews with 3 different single-parents of teenagers and 3 interviews with 3 different sets of traditional parents with teenagers. The insight discovered from the interview responses should support the selection of the teaching seminar content. A **one-page summary of insights** learned from interviews should be created and submitted via Blackboard.
 - c. **Presentation Materials.** Students will design all necessary presentation materials for a teaching seminar (i.e., teaching plans, PowerPoint slides, handouts, visual aids, activity resources, etc.).
 - d. **Teaching Session.** Students will organize a time to teach the seminar content to an audience at their church of whom are either responsible for discipling youth or associated with youth families or a combination of both. The teaching time should be no less than 2-full hours of instruction and may be divided into multiple sessions or taught as one single session with a break. **NOTE:** Preaching/Teaching a sermon on the topic does not constitute a teaching session for this course requirement.
3. **Peer Critique.** All students will upload their assignments to Blackboard for their fellow colleagues to review and critique. Specific instructions about how to conduct the peer critique will appear in Blackboard Discussion Board for each of the following items.
 - a. Upload annotated bibliography.
 - b. Upload discipleship survey or list of interview questions.
 - c. Upload one-page of themes from surveys or summary of insights from interviews.
 - d. Upload all presentation materials – teaching plans, PowerPoint slides, handouts, images of visual aids, lists of activity instructions and resources needed, etc.
 4. **Class Presentation.** Students will make class presentations of their teaching seminar during the class meetings. However, students will reduce their 2-hour presentation to approximately half (1-hour). Following each student presentation, a class discussion will occur. Students should bring all necessary teaching materials/technology to make their class presentation.

Course Policies

The following policies will serve to govern both the student and professor for the duration of this course.

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 incur *an initial 10-point penalty* and *accumulate a one-point penalty for each additional day*. Late assignments are due no later than the final day of class meetings, *no exceptions*. *If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments*. Assignments should **not** be e-mailed to the professor.

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 pages should be stapled together with 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 at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Absences

Class attendance is essential for effective learning. Arriving late to class or leaving class early will count as an absence. No absences are allowed for the 3-day seminar format. A grade of “F” will be assigned to students who fail to attend the required class meetings.

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.

Grading Scale

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

Course Evaluation

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

- 10% Textbook Reading & Critical Review
- 60% Teaching Seminar
 - Annotated Bibliography
 - Discipleship Survey or Family Interviews
 - Presentation Materials
 - Conducted Teaching Session at church
- 15% Peer Critique
- 15% Class Presentation & Discussion

Course Schedule

A schedule of class meetings and topics to be addressed at each meeting.

Monday, May 19 1pm - 9pm (CST) – New Orleans **and** 2pm – 10pm (EST) – Atlanta
Textbook Content Discussions
Professor Topical Presentation and Discussion
Student Teaching Presentations
Class Discussion Following Presentations

Tuesday, May 20 8am – 8 pm (CST) – New Orleans **and** 9am – 9pm (EST) – Atlanta
Professor Topical Presentation and Discussion
Student Teaching Presentations
Class Discussion Following Presentations

Wednesday, May 21 8am – 12noon (CST) – New Orleans **and** 9am – 1pm (EST) - Atlanta
Professor Topical Presentation and Discussion
Student Teaching Presentations
Class Discussion Following Presentations
Course Wrap up

Selected Bibliography

Arnett, Jeffrey Jensen. *Emerging Adulthood: the Winding Road from the Late Teens through the Twenties*. New York: Oxford UP, 2006.

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2011.

Dean, Kenda Creasy (Editor), Chap Clark, Chap Clark (Editor), Dave Rahn (Editor), Dave Rahn, Kenda Creasy Dean. *Starting Right: Thinking Theologically About Youth Ministry*. Zondervan, Grand Rapids, 2013.

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- Ford, Marcia. *Traditions of the Ancients: Vintage Faith Practices for the 21st. Century*. Nashville, TN: Broadman & Holman, 2006.
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- Glenn, Mike, and Thom S. Rainer. *In Real Time: Authentic Young Adult Ministry as It Happens*. Nashville, Tenn.: B & H Group, 2009.
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- Kimmel, Tim. *Connecting Church & Home: A Grace-based Partnership*. Nashville, TN: Randall House, 2013.
- Merritt, Carol Howard. *Tribal Church: Ministering to the Missing Generation*. Herndon, Va.: Alban Institute, 2007.
- Roehlkepartain, Eugene C., *Building Assets in Congregations: A Practical Guide for Helping Youth Grow Up Healthy*, Search Institute, 1998.
- Rice, Jesse. *The Church of Facebook: How the Hyperconnected Are Redefining Community*. Colorado Springs, Colo.: David C. Cook, 2009.
- Smith, Christian. 2005. *Soul Searching: The religious and spiritual lives of American teenagers*. New York, NY: Oxford University Press.
- Stetzer, Ed, Richie Stanley, and Jason Hayes. *Lost and Found: the Younger Unchurched and the Churches That Reach Them*. Nashville, Tenn.: B&H Pub. Group, 2009.
- Thompson, Marjorie J. 1996. *Family the Forming Center: A Vision of the Role of Family in Spiritual Formation*. Nashville, TN: Upper Room Books.

Surratt, Geoff, *Ten Stupid Things That Keep Churches From Growing*, Zondervan 2009.

Webber, Robert. *The Younger Evangelicals: Facing the Challenges of the New World*. Grand Rapids, MI: Baker, 2002. Print.

Wright, Steve, *rethink*. Wake Forest, NC: Inquest Publishing, 2007.