



Ministry Apprenticeship Program

Seminar 1: Leadership/Discipleship

INSTRUCTORS

Dr. Steve Winstead, Global Director, Downline

Ministries, M.Div., DMin.

steve@downlineministres.com

Jamie Trussell

jamie@downlineministries.com

MINISTRY APPRENTICESHIP PROGRAM

The Ministry Apprenticeship Program (MAP) is an extension of the field education classes that integrates experiential learning, expert observation, and structured spiritual development with practical day-to-day ministry training.

There are three components, each worth six (6)-hours for a possible total of eighteen (18)-hours, woven throughout the nine (9)-month Downline Institute that students participate in: Leadership/Discipleship (Seminar 1), Proclamation (Seminar 2), and Outreach/Missions (Seminar 3).

This program has 3 Core Competencies:

(1) Theological Equipping: Students will be able to demonstrate significant knowledge of the Bible, interpret Scripture's original meaning, and apply Scripture to contemporary situations.

(2) Practical Ministry Experience: Students will be able to display a biblical vision for ministry and lead with humble authority after observing and serving in an intensive mentorship situation.

(3) Leadership Development: Students will be able to demonstrate a growing, Christ-like character and a sense of God's calling to ministry.

Seminar 1: Leadership/Discipleship

COURSE DESCRIPTION

An intensive supervised ministry experience focused on the development of discipleship competencies consisting of the following: full involvement in the Downline Institute, ministry service in an approved setting, and appropriate academic requirements, which will enhance the student's overall understanding and implementation of biblical discipleship.

REQUIRED READINGS & RESOURCES

The following readings and resources are required. Books / articles will be read in their entirety unless otherwise noted.

Reading

- Bible (bring to every class session)

Articles

- "How Do You Take Criticism of Your Views?" by Tim Keller
- "Summaries of the Egalitarian and Complementarian Positions on the Role of Women in the Home and in Christian Ministry" by Bruce A. Ware

Books

- *Master Plan of Evangelism* by Robert Coleman
- *The Trellis and the Vine: The Ministry Mind-Shift That Changes Everything* by Colin Marshall and Tony Payne
- *Learning Evangelism from Jesus* by Jerram Barrs
- *The Hole in Our Holiness* by Kevin DeYoung
- *Multiply: Disciple Making Disciple* by Francis Chan
- *Spiritual Leadership* by Oswald Sanders

LEARNING GOALS & EVALUATION

1. The student will be able to articulate a biblical foundation for discipleship by examining pertinent biblical texts, reviewing

- discipleship literature, and engaging in thoughtful discussions on the topic with the instructors, teachers, and pastors.
2. The student will be able to identify and address areas of giftedness by completing the Your Unique Design Assessment and a Spiritual Gifts Assessment. Students will review assessments with their cohort and a Downline Instructor.
 3. The student will further develop his discipleship and leadership competencies by being immersed in a ministry setting.

LEARNING ACTIVITIES & ASSESSMENTS

The following assignments totaling 100 points are to be completed as described by the dates indicated.

- **Required reading and writing assignments (25 pts total / reading is 15 pts and book critiques are 5 pts each)**
Each student will read all assigned readings and submit a report at the end of the year indicating that the student completed all reading assignments. Each student will also submit a two-page critique for each of the following texts:
 - o *Master Plan of Evangelism* by Robert Coleman
 - o *Spiritual Leadership* by Oswald Sanders or *The Hole in Our Holiness* by Kevin DeYoung
- **Complete the Your Unique Design Assessment and a Spiritual Gift Assessment. (5 pts)**
Students will review assessments with their cohort and a Downline Instructor. Write a paper reflecting on how these assessments inform ministry involvement (750 words)
- **Contextualized Ministry Experience (30 pts)**
The student is expected to be engaged in approximately 4 hours per week of supervised volunteer ministry with a church-based/para-church based ministry (total of 50 hours minimum—20 pts). The student will be required to keep a weekly journal concerning the ministry involvement and lessons learned (10 pts). The student will also be required to complete all necessary records of involvement required by the professor.

- **Case Study (15 pts)**

The student will develop a thorough case study of a situation involving a ministry difficulty/conflict that has occurred during his contextualized ministry experience (on-field ministry time). The student will use the following guidelines in preparing the case study.

A case study is a written account of a particular ministry dilemma. It is open-ended and unbiased in reporting the situation, and it leaves the reader with a problem to solve. Critical questions may be raised as teaching notes after the case material has been presented, but the case should not be resolved as such in the written account. This will allow for group discussion to clarify critical issues, attain self-awareness, acknowledge diverse points of view and enhance the individual growth of group members. Cases are best used in small groups where discussants act as peer consultants.

In writing a case study, accuracy and objectivity are important. If opinions are expressed, they should be attributed to characters in the case, not to the author's bias. Case studies should be written from a third-person, not a first-person perspective. All names and other recognizable data should be disguised where appropriate.

The following components need to be included in a case:

- 1. Introduction:** State an attention grabber, a statement of the problem to be resolved (i.e., decision to be made, a letter to be written, a meeting where a significant issue is to be considered).
- 2. Background:** Give important background information on the situation so that the reader will understand the larger context.
- 3. Description:** Recreate the situation in enough detail to give the readers an accurate replay of the event. Help the reader to "feel" what is happening.
- 4. Summary:** Restate the problem to be resolved, Leave it open-ended.

Teaching notes may be added at the end of the case to assist readers in focusing on critical issues. Do this by raising questions that will help in identifying motivations and behaviors and will assist in analyzing possible solutions. These case studies will be discussed in class /

within groups. Please make sure to bring enough copies for each student in the MAPS cohort.

- **Involvement with a Discippler / Mentor (15 pts)**
The student is expected to meet with a mentor / teacher / discipler on a weekly basis for a minimum of one hour per week. This may be a pastor, elder, or other ministry leader. This person has to be approved by the instructor or supervisor. The purpose of this involvement is the refining of ministry leadership skills, character development, and goal setting / evaluation.
- **Quizzes (10 pts)**
There will be two quizzes throughout the year based on the class lectures. Each quiz is worth 5 pts.

ATTENDANCE

Students are expected to attend all sessions of the Downline Institute.

RESPECT FOR DIVERSE VIEWPOINTS

Students are expected to have respect for one another, particularly when other students express diverse viewpoints in the classroom.

PLAGIARISM & ACADEMIC DISHONESTY

Plagiarism is the unattributed use of the words, quotations, or ideas of someone else. Students must always properly credit sources used in assessments and required projects.